DOCUMENT RESUME

ED 420 567 SO 028 484

AUTHOR	Gee, Robin, Ed.; Quick, Joseph
TITLE	The Wisconsin Citizenship Initiative. Program Guide. Bulletin No. 97178.
INSTITUTION	Wisconsin State Dept. of Public Instruction, Madison.
ISBN	ISBN-1-57337-039-8
PUB DATE	1997-00-00
NOTE	78p.
AVAILABLE FROM	Wisconsin Department of Public Instruction, Drawer 179, Milwaukee, WI 53219-0179; telephone: 800-243-8782.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Citizen Participation; Citizen Role; *Citizenship; Citizenship Education; Citizenship Responsibility; Civics; *Community Cooperation; Elementary Secondary Education; *Family School Relationship; Law Related Education; *School Community Relationship; Social Studies; *Social Values; State Curriculum Guides
IDENTIFIERS	*Wisconsin

ABSTRACT

This book identifies examples of programs in Wisconsin schools that reinforce the core set of community values identified by the Wisconsin Citizenship Initiative Task Force. Those values include courage, honesty, respect, individual responsibility, and civic responsibility. The profiled programs teach the core values and involve partnerships between the school, the family, and the community. The book includes examples for a mix of grade levels, types of programs and school sizes. The example programs are easily replicated using this book as a resource. The book features three parts: (1) material from the Wisconsin Citizenship Initiative Task Force, including the task force's recommendations and a list of its membership; (2) the programs; and (3) a brief list of resources, most of which are mentioned in the program sections. (EH)

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SO 028 484

The Wisconsin Citizenship Initiative Program Guide

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This publication is available from

Publication Sales
Wisconsin Department of Public Instruction
Drawer 179
Milwaukee, WI 53219-0179
800-243-8782

Cover photograph of a Cambridge High School student demonstrating lake monitoring equipment to a community volunteer courtesy of Edward Grunden, teacher, Cambridge High School.

Bulletin No. 97178

ISBN 1-57337-039-8

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Printed on recycled paper

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A Message from the State Superintendent

Dear Wisconsin Citizens:

As I travel across our state, I hear parents, business leaders, teachers, and others express concern about a decline in values of our youth. Citizens cite issues such as escalating school violence, an alarming increase in drug use, and a rise in juvenile crime. A 1994 survey by the Boston Globe reported that more than half of the ninth graders in an affluent Boston suburb saw nothing wrong with stealing a compact disc or keeping the money found in a lost wallet. I do. As a nation, we seem to have lost our way.

Clearly, developing good character in children is primarily the responsibility of families. But, it is also the shared responsibility of communities, schools, religious groups, service clubs, and a wide range of societal institutions. Working together—families, schools, and communities—is one of the best ways to instill basic, essential values in our youth.

In an effort to provide leadership in a discussion of common core values, I established the Wisconsin Citizenship Initiative (WCI) task force during the summer of 1996. The task force included representatives from the religious community, labor, business, students, parents, teachers, school boards, the university system, a nonpartisan public interest group, diverse ethnic groups, law enforcement officials, and the state legislature. During the course of its deliberations, the task force identified five common core values: courage, honesty, respect, civic responsibility, and individual responsibility. Regardless of race, sex, age, or creed, task force members believed these were universally accepted values that were vital for a vibrant democracy.

This guide was compiled with suggestions from teachers, school administrators, CESA personnel, DPI staff, and many others. By no means is it all-inclusive or comprehensive. The intent is to identify quality programs, using various strategies to promote citizenship values, that other schools and communities can easily adopt. Please use the form at the back of this guide to let us know about your citizenship programs and activities.

The key recommendation of the WCI task force was that the Department of Public Instruction should provide leadership to communities to assist them in a process to identify core values important to their community. The work of the task force was only the first step. The essential work that remains to be done will happen in communities across Wisconsin. Please join me in a renewed effort to re-emphasize the "Golden Rule" and a rededication to common core values. This guide will help you in your efforts.

John T. Benson
State Superintendent

Acknowledgments

The Wisconsin Citizenship Initiative Program Guide is the product of many months of research and input from several Wisconsin citizens. The work of the Wisconsin Citizenship Initiative Task Force led the way in bringing the issue of citizenship education to the fore. The task force selected five core community values–courage, honesty, respect, individual responsibility, and civic responsibility. The Wisconsin Citizenship Initiative Program Guide is an effort to identify programs already in place within Wisconsin schools and communities that support teaching and reinforcement of those values.

Many hands helped in identifying the more than 50 programs included in the book. Thanks goes to the community members, district and school administrators, school staffs, program administrators, Cooperative Educational Service Agency personnel, and educational consultants who provided leads, information, and direction throughout the development of the book. We'd especially like to thank Mike Thompson, team leader of the Student Services/Prevention and Wellness Team (and task force liaison) for his help in the early stages of the book.

We extend our appreciation to the Department of Public Instruction staff who helped with the preparation and production of this book, including Karen Faster and Debra Bougie, content editors; Margaret Dwyer, proofreader; Victoria Horn, designer; Gail Endres, format consultant and print manager; and Kay Ihlenfeldt, librarian.

A very special thanks goes to the many students, teachers, counselors, district and school administrators and staffs, parents, and community members for sharing their experiences with us and for demonstrating exemplary citizenship.

Introduction

This book identifies some good examples of programs in Wisconsin schools that support and reinforce the core set of community values identified by the Wisconsin Citizenship Initiative Task Force–courage, honesty, respect, individual responsibility, and civic responsibility. The process for determining which programs to include in this guide was long and arduous. The authors gathered information and leads on close to 150 different programs in schools and communities from all over Wisconsin, most of which taught some or all of the core values. Still, there are even more that did not come to the attention of the department and there are new programs being developed all the time. This is why this book begins with an invitation. A form appears at the back of the book for readers share information about other programs in Wisconsin schools and communities that promote the values of good citizenship in Wisconsin children.

Programs were selected for inclusion in this edition based on a set of specific criteria. Primarily, the authors chose programs that teach the core values. Beyond this, they looked for programs involving a partnership between the school, family, and community. Most of the programs have been in place for at least a year and have a direct effect on a significant number of students. The book includes a good mix of grade levels, types of programs, and school sizes. Lastly, the authors selected many programs that they felt were easily replicated because it is the intention that book to be used as a resource, as well as tool for opening discussions about citizenship education throughout Wisconsin.

The book features three parts. In the first section is material from the Wisconsin Citizenship Initiative Task Force, including the task force's recommendations and a list of its membership. The second part includes the programs. The final part is a brief list of resources, most of which are mentioned in the program sections.

Some communities are exploring citizenship or character education in a direct way. They have developed committees charged with identifying community values and making recommendations for programs. Some have implemented new programs or adjusted old ones to emphasize a set of core values or promote good citizenship. These are included at the beginning of the program section. These direct citizenship initiatives and programs are followed by programs in each Cooperative Education Service Agency (CESA), a division of the state's many school districts into 12 areas, a format used by the Department of Public Instruction and other state agencies. A map of the CESAs appears near the start of the program section.

The programs featured in the CESA sections are a variety of different types of programs. These include drug and alcohol abuse education, volunteer service learn-

ing, peer mediation, mentoring, tutoring, community service, adult volunteerism, environmental and civic improvement programs. Included are high school, junior high school, middle school, and elementary school programs, as well as districtwide or community programs aimed at all children. Contact information is provided, and most of the programs listed have additional materials available. Some also do in-service workshops on their programs.

The last section contains a brief listing of resources. Included first are organizations with programs or materials helpful to those interested in teaching citizenship. These are followed by a list of some of the books, vendors, and other resources mentioned in the program descriptions. This is not an exhaustive list nor are the listings intended to be recommendations. The department welcomes input on additional resources, programs, or any information helpful to the discussion and development of citizenship education programs.

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A Message from the Task Force

Core Citizenship Values

Recommendations of the Wisconsin Citizenship Initiative Task Force

Wisconsin Citizenship Initiative Task Force Membership

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A Message from the Task Force

James Madison once said, "A popular government without information or the means of acquiring it, is but a prologue to a farce or a tragedy or perhaps both. Knowledge will forever govern ignorance. And a people who mean to be their own governors, must arm themselves with the power knowledge gives." This quote is the essence of what the Wisconsin Citizenship Initiative Task Force believes about knowledge and democracy. Throughout our many conversations and deliberations, a single area—education and its role in developing citizenship values—produced the most lively discussion.

We believe that education is a highly regarded quality. As a community, we want our children to demonstrate literacy in the very broadest sense. We want our children to be able to access, analyze, evaluate, and communicate information. This constitutes scholarship, and it is one of the primary missions of public education. We want them also to demonstrate honesty, courage, respect, civic responsibility, and individual responsibility. This constitutes citizenship, and it also is a primary mission of education.

In identifying the core citizenship values, it is important to note that as a task force we went beyond the dictionary definition of citizenship. Our definition extends to include values and character qualities that permit and compel us to act as good citizens. The citizenship values that we identified should not be viewed as the only set or the correct set. States such as Arizona and New Jersey have engaged in a process similar to ours to identify core values. Likewise, communities such as Kansas City, Menomonee Falls, and Eau Claire have also engaged in establishing citizenship values for their community. In some cases, there is great similarity among the various lists; in others, the core values are very different. The key element in each, however, is that individuals came together and through discussion agreed upon a set of citizenship values reflecting the needs and desires of that community. Also critical was a segment built into each process that provided multiple opportunities for the entire community to share in and respond to the discussion. It is our hope that this task force report will be used as an opening conversation piece in communities throughout Wisconsin to focus attention on what can be done to foster the development of citizenship values in children.

Finally, the set of core citizenship values developed by the task force should be viewed as a whole. We do not believe that one is more important than any other, but rather that all of them combined help to foster citizenship values in our youth.

Developing citizenship core values takes time but is not a monumental task. Gestures on a grand scale are not necessary. Simple responses of respect, responsibility, courage, and honesty as we go about our daily living can have profound effects on our families, communities, and country.

Core Citizenship Values

Although not predicated upon formal education, a good citizen has the ability to access, analyze, evaluate, and communicate information. This ability, coupled with a core set of citizenship values, can inspire us to care for and contribute to our communities. The interplay of our knowledge, skills, and values influences the quality of our participation in sustaining a strong and effective democracy.

Courage

Courage is the strength to stand up for one's convictions when conscience demands. In order to demonstrate courage, individuals must have a high sense of self-worth as well as a strong belief in self and the ability and responsibility to affect change. Honed by self-discipline, the person demonstrating courage discerns the difference between risk-taking and recklessness. Life's ongoing challenges are conquered through the employment of strong problem-solving skills. Hope is also an element of courage; it provides a promise of a brighter tomorrow. Courage may be exhibited in both mental and physical actions and ranges from defending a classmate or speaking passionately for change to performing a heroic physical feat such as saving a person from drowning.

Honesty

Honesty is the capability to approach issues and individuals in a straightforward manner without any trace of deception or fraudulence. Honesty controls an individual's relationship to other people and implies the ability to be fair in one's dealings. In many ways, the demonstration of honesty truly conveys a moral soundness.

Honesty reflects itself in several ways; through the trust-worthiness of an individual in relationships and through an individual's integrity and loyalty. In many respects, honesty harkens back to a time when people believed and counted on simpler arrangements (such as "His or her word is as good as a handshake"). If an individual says one thing but does another, the honesty of that individual may be called into question. Honesty reflects itself in actions such as returning money to a cashier when given too much change or in providing accurate information to others.

Respect

Respect is the ability to demonstrate regard and sensitivity for the people with whom we come in contact as well as the physical world around us. It is understanding that an individual's rights end where someone else's begin.

Respect is essential for living and working with others. Respect is exemplified by accepting others and is demonstrated through compassion, caring for, and upholding the rights as well as the opportunities of others and by valuing life, liberty, and property.

Responsibility

Responsibility is the quality with which good citizens are able to act without guidance from another. Responsibility conveys the idea of using good judgment and being willing to answer for one's actions. Responsibility is exemplified by two distinct type—individual and civic.

Individual Responsibility

Individual responsibility encompasses personal motivation to participate actively in our society. Individual responsibility motivates one to work hard and persevere to achieve goals. As one aims toward achievement and development, one learns discipline, reliability, and accountability for one's own actions, whether in service to others or as a contributing and committed member of our community.

Civic Responsibility

Civic responsibility is having the motivation, knowledge, and ability to actively participate in a common society. As a starting point, it is critical that young people know about and recognize the implications of significant historical events, documents, and traditions that helped to create and shape our communities, state, and nation. This knowledge, coupled with a respect for governmental authority helps citizens value a democratic system of government. Civic responsibility incorporates patriotism and empowers citizens to exercise all of their freedoms; the right to dissent and the right to free speech are cornerstones of such civic responsibility. Because we are also citizens of the world, civic responsibility extends to influencing those events that have international implications and ramifications. The pursuit of justice and fairness are the hallmarks of civic responsibility.

Recommendations Of The Wisconsin Citizenship Initiative Task Force

The Wisconsin Citizenship Initiative Task Force is advancing the following recommendations that we believe will assist local communities in engaging in a dialogue on issues regarding citizenship values as well as allow them the flexibility to form appropriate practices and programs to address their particular community needs.

Recommendations

Each Wisconsin community develop partnerships among family, school, and community to

- develop awareness and support within the community to generate a core set of citizenship values at the local level,
- engage in a process to define a core set of citizenship values appropriate to the community,
- identify resources needed for the development and implementation of a core set of citizenship values, and
- design and implement multiple strategies to promote and implement a core set of citizenship values identified by the community.

The Department of Public Instruction act as a clearinghouse and facilitate the development of models and materials that will assist local communities in identifying and implementing citizenship values at the local level.

The State Superintendent of Public Instruction promote the development and implementation of citizenship values at the local level including

- identifying and/or developing statewide policies and strategies that support the development and implementation of citizenship values at the local level,
- requesting legislation for fiscal and human resources to support this initiative, including but not limited to a consultant and program assistant, and
- convening a statewide summit on citizenship that engages stakeholders such as the governor, chief justice, leaders of the state legislature, business and industry, education groups, parents, students, community organizations, and others on the importance of instilling citizenship values in all youth.

Wisconsin Citizenship Initiative Task Force Membership

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Sharon Martin
United Way of Dane County
Madison

Members

Bob Blessington
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Wauwatosa

Mike Walter
Appleton Post-Crescent
Appleton

The Honorable Bob Welch
Member, Wisconsin Senate
Redgranite

Greg Wright
Wisconsin Power and Light
Lake Geneva

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CESA Map

Citizenship Initiatives and Programs

Programs Listed by Cooperatiive Educational Service Agency (CESA)

Cooperative Educational Service Agencies (CESA)

Citizenship Initiatives and Programs

Focus Program

Eau Claire School District (CESA 10)

Program name:	Character Education Committee/Program
School:	entire district
Year started:	1995-96
Students involved:	11,009
Grade level:	K-12
District size:	11,009 students
Contact:	Anthony Beardsley, director of pupil services, Eau Claire School District, (715) 833-3471

Teaching Citizenship
Community Involvement is the Key

In 1990, members of the Eau Claire community and the Eau Claire School District produced the Vision 2000 Plan, a strategic plan for the future of education in the district. The strategic plan committee explored strengths and weaknesses in their school programs and identified certain areas they felt needed further development or improvement. They decided to focus on two areas: critical thinking and moral responsibility.

In 1994, the group met again to assess where they were. According to Anthony Beardsley, director of pupil services for the district, they discovered they'd made progress in strengthening teaching in critical thinking, but had not done enough to address teaching moral responsibility. Community members and educators agreed it was still an important area and they decided to set up a character education committee to look at the issue and make recommendations.

"From the beginning the make-up of the character education committee included people from all over the Eau Claire community," says Beardsley, who served on the committee. "We did not want to make this just a school-based process. We realized the schools were critical, but this issue needed to be owned by the whole community."

We did not want to make this just a school-based process. We realized schools were critical, but this issue needed to be owned by the whole community.

Getting good community support and involvement is Beardsley's first advice to school districts and communities interested in establishing character or good citizenship education programs. "There are a lot of 'canned' programs out there and a school district could use them just like they use a good spelling or reading program, but we've come to believe the greatest benefits have come from going through the process. I'd even say the process of talking about it [character education] far outweighs the product. Engaging the community in that dialogue builds important awareness of the issue."

He advises communities to take the process slow and not be afraid of talking in depth about sensitive issues, especially on identifying common values. Phase one of the character education committee's process was to engage the community in discussing what values should be taught. While this can be the hardest part, and the part most open to heated debate, it is by far the most important, he says.

Values should be taught in the home. The community, churches, and schools should reinforce and support values which are common throughout the community and which lead to an orderly society.

Eau Claire's character education committee includes students, teachers, administrators, parents and community members from social service agencies, service organizations, health-care providers, businesses and business groups, the University of Wisconsin, churches, law enforcement agencies, and the judiciary. The committee distributed value surveys and conducted community-wide forums to make sure the entire community had input.

In this initial process, committee members identified six community core values: honesty, respect, responsibility, compassion, courage and justice. In phase two, they developed a plan to gain community support and to implement education aimed at teaching and reinforcing those values.

According to "The Eau Claire Process Plan," the committee's recommendations started with some basic assumptions. First, community involvement is essential to the identification of common values. Second, the committee wrote, "values should be taught in the home. The community, churches, and schools should reinforce and support values which are common throughout the community and which lead to an orderly society."

The committee then outlined how the schools could help. They recommended that the school board make a commitment to a character education program and that district and school administrators take active leadership roles in the process. They asked that all school staff take a look at their own values and behaviors in light of the core values and think about the impact their own behavior and values have on students.

Community input is continuing as the original character education committee and other groups are exploring ways to support core values in the schools and throughout Eau Claire. All involved say they realize the process is ongoing. Committee members and the public are looking at existing programs and exploring new methods to reinforce core values.

In recent years, a number of books have been written on the subject of values and character education. In fact, the subject has gotten a lot of press thanks to former Secretary of Education William Bennett and other national leaders. While this serves to bring attention to the issue, Beardsley says he hopes character education will not be viewed as just a current hot topic. "The worst thing that could happen to this whole process is for people to think it's just a nice fad. This is an issue we want to remain high-profile. We need ongoing reflection on this issue. If we do, we will be better people and have a better community."

Finally, he warns that people should not see character education as a "fix the kids" program. "This is really more of an adult program. As adults, we need to focus on and demonstrate positive behavior for our children," he says. The process of identifying and supporting core community values benefits both children and adults by helping us all to become better citizens.

Additional Programs

Baldwin-Woodville School District (CESA 11)

Program name: Character Education Program
School: Greenfield Elementary
Year started: 1995-96
Students involved: 456
Grade level: K-6
District size: 1,313 students
Contact: Gary Hoffman, principal, Greenfield Elementary, (715) 684-3334

In 1995, several teachers from Greenfield Elementary School attended the Model Schools Conference, a nation-wide education conference sponsored by the International Center for Leadership in Education. The conference topic that year was "Character Education." The group came back very excited about the issue, says Principal Gary Hoffman, and the staff decided to invite community members to join them in studying it. From there, the committee helped develop a simple, but effective program to teach and reinforce character education in their school. Each month the school staff selects a theme and a supporting slogan. Themes include values or good behaviors such as "cooperation," "self-discipline," or "responsibility." For the theme of cooperation, for example, the slogan was "many hands make light work." Teachers put up posters and discuss the monthly theme in class. Some also do activities to support the learning. Other school staff and community members visit each classroom during the week and read stories related to the theme. A school bulletin board features a puzzle of a boy and girl. Each month, the staff adds a new piece to the puzzle based on the theme. The idea behind the puzzle, says Hoffman, is that it takes all these values for someone to become a whole person. The school also adopted a positive discipline plan with the motto, "be kind, be safe, be respectful, and always try."

Chetek School District (CESA 11)

Program name: Good Citizen Award Program
School: Roselawn Elementary School
Year started: 1996-97
Students involved: about 600
Grade level: K-5
District size: 1,108 students
Contact: Julie Waterman, School-to-Work coordinator, Chetek School District, (715) 924-3136

Students at Roselawn Elementary School are eligible to be honored with the **Good Citizenship Award**, an award established to promote good behavior and values in the school. Good behavior is rewarded through a simple program of recognition. Teachers "catch" students demonstrating good behavior and nominate them by putting their names in a box for a weekly drawing. Julie Waterman, School-to-Work coordinator for the Chetek schools, draws one student's name from the box each week. She photographs the selected student and displays the photo on a school

bulletin board. Waterman also draws the names of two students who will receive school T-shirts. Each month, the local newspaper photographs all the students nominated, by teachers. At the end of the year, the school honors all the students involved and their parents and grandparents with a spotlight breakfast.

Hartford Union High School (CESA 6)

Program name:	Character Education
School:	Hartford Union High School
Year started:	1995-96
Students involved:	1,600
Grade level:	9-12
District size:	1,600 students
Contact:	Richard Zimmerman, district administrator and principal, Hartford High School, or Donna Moll, director of curriculum and instruction, (414) 673-8950

In 1994 staff at Hartford Union High School began exploring character education. They developed a task force in 1995 comprised of 32 people from the school and community. The group surveyed the community and identified four values or character traits–honesty, integrity, respect, and responsibility. They identified many existing programs that help teach those values, including the student tutor program, volunteer programs, the police-liaison program, the athletic code, business partnerships, student council, the parent-to-parent program, school/community service program, and others. Since that time, the group has been exploring new programs. One new program asks students at Hartford Union to sign a pledge promising to demonstrate and uphold the core values.

Little Chute School District (CESA 6)

Program name:	Advisor/Advisee Program
School:	Little Chute Middle School
Year started:	1986-87
Students involved:	281
Grade level:	6-8
District size:	1,290 students
Contact:	Jane Klozotsky, heath teacher and AODA director, Little Chute Middle School, (414) 788-7607

The **Advisor/Advisee program** at Little Chute Middle School is a well-established, simple, but effective program that teaches core citizenship values. Based on the traditional homeroom concept, the program gathers students for a 20-minute period each day to work on a specific issue or value. Students in the school are divided into groups of 12 to 16 students, and each group works with a teacher, counselor, or other school staff person on issues including respect, responsibility, and honesty. The school also has a strong community service program through their health classes. The program helps reinforce the values taught in the Advisor/Advisee program and gives students an opportunity to demonstrate some of the values they've learned.

Saint Francis School District (CESA 1)

Program name: PRIDE Program
School: Willow Glen School
Year started: 1994-95
Students involved: 425
Grade level: K-8
District size: 1,271 students
Contact: Todd Bugnacki, principal, Willow Glen Elementary School, (414) 481-3017

At Willow Glen School, **PRIDE** stands for positive attitude; respect for self, others, and property; involvement in learning; development of responsibility; and expression of oneself appropriately. The PRIDE program involves all the students at the school from kindergarten to eighth grade. The program's basic principles are posted throughout the school building and students receive a PRIDE agenda outlining the core values and expectations of the school and community. Each year, the school selects a theme and devotes some PRIDE activities to the theme. In 1995, students celebrated "worldwide pride." Activities included a folk fair and class discussions of other cultures and values in those cultures. Each student "adopted" a country, learned about it, and made a presentation to the school. Community support for the program has been strong, says Principal Todd Bugnacki, who also teaches a graduate-level university course called "The Fourth R: Respect." "We want our students to take responsibility for their actions," he says, "but PRIDE is for the whole community–children and adults."

CESA 1

Focus Program

Cedarburg School District

Program name:	Community Service Volunteer Program
School:	Cedarburg High School
Year started:	1989-90
Students involved:	200
Grade level:	11-12
District size:	2,605 students
Contact:	Janet Levy, program coordinator, Cedarburg High School (414) 375-5200

Lessons in Courage
Students Learn the Value of Volunteering

When Cedarburg High School started its Community Service Volunteer Program in 1989, it was a hard sell, says program coordinator Janet Levy. Most students were unfamiliar with the concept of volunteering and were timid about becoming involved. Only 18 students became volunteers that first year. Many local agencies needed volunteer help, says Levy, but they, too, were wary. They were not used to working with high school students and expressed concern that the students might not be responsible or reliable in their volunteer positions.

Word-of-mouth played a big part in helping the program grow, says Levy. Students quickly learned volunteering was fun, and it offered them intangible, yet highly valuable rewards. Agency staffs discovered that student volunteers brought fresh enthusiasm to their positions, and those students could be very responsible, given the chance. By 1996 the program involved more than 200 student volunteers and 30 agencies.

"I think one reason the program is so popular is that any student who wants to can do it," says Levy. "Unlike athletics or music, no special talents are involved. All students need is to be able to give."

Students learn how to interview for a job, how to follow through on tasks, and how to assert themselves on a job. They also learn to understand the importance of commitment, responsibility, confidentiality, and respect.

The experience teaches job skills as well as social skills, says Levy. "Students learn how to interview for a job, how to follow through on tasks, and how to assert themselves on a job. They also learn to understand the importance of commitment, responsibility, confidentiality, and respect."

Students volunteer a few hours a week after school and on weekends. Some commitments last throughout the year, while others are short-term projects. Levy maintains a list of agencies needing help, and students can either select an agency from the list or create their own volunteer project. Parents, the agency, and the student sign an agreement outlining the volunteer duties and time commitment involved. Students also keep a journal of their experiences. The journal, says Levy, provides feedback on the program and offers students an opportunity to reflect on what they've learned.

The school recognizes student volunteers at a special recognition night held near the end of each year. In 1995 the school recognized 90 students who had contributed 100 or more hours each. Students are involved in planning the event, and they invite guest speakers and panelists to lead discussions on topics ranging from the importance of volunteering in the community to how volunteering helps build job skills. The students also hold other events for volunteers throughout the year, including agency tours and slide show presentations.

Some agencies and programs that receive volunteer help are the local YMCA after-school activities, Advocates-Friends for Victims of Abuse Shelter, Big Brothers and Big Sisters, Cedarburg City Hall, Cedarburg Youth Center, Portal Industries, Riveredge Nature Center, and St. Mary's Hospital-Ozaukee. Short-term student projects include creating a haunted house and working with the Cedarburg-Grafton Rotary Club to raise money for scholarships. Agencies have come to rely on the students for everything from landscaping, to office work, daycare, and befriending clients or patients.

It takes courage for anyone to go into an unfamiliar situation. I have to admire any young person who volunteers to go into an environment that is very different than what they are used to .... Anytime a teen does something different from the norm, they face peer pressure, and it takes a lot of courage to break away from that.

"I've been amazed at the sophistication and flexibility our student volunteers demonstrate," says Sherry Tietz, director of volunteer services for St. Mary's Hospital-Ozaukee. "It takes courage for anyone to go into an unfamiliar situation. I have to admire any young person who volunteers to go into an environment that is very different from what they are used to, especially the ever-changing environment of a health-care facility. Anytime a teen does something different from the norm, they face peer pressure, and it takes a lot of courage to break away from that."

Tietz works with up to 60 students each year, and the average volunteer commitment is about six months. She says she matches volunteer interests and skills with the needs of various hospital departments. She often places students in situations in which they come in contact with patients and other people in the hospital, because they seem comfortable working with people from different age groups and backgrounds. Several students work in the nutritional services area helping patients select meals, delivering meals, and, sometimes providing company while a patient eats.

The hospital recognizes that students who volunteer learn more than basic skills, and the staff works to incorporate values into all their programs and services. "At St. Mary's the basis of all our operations are a set of core values," says Tietz. "We've outlined what our valued behaviors are for all our staff and volunteers. These are respect, quality service, simplicity in communication, advocacy for the poor, and inventiveness."

Students say they gain a great deal from the volunteer experience. Junior Paul Hilkert says he was excited to become involved and was always interested in com-

munity service, but even he discovered new things about himself and others. "I work with Portal Industries, a place that helps people who have mental disabilities. I take people bowling, help them do things like keep score and tie their bowling shoes. Volunteering isn't a glamorous thing, and a lot of people my age ask why they should waste their time with it when they could be with their friends, but I've made a lot of new friends there. People are happy to see me, and I get such a good feeling knowing I've helped them. Even when I've had a bad day, I look forward to going. When I work with people who seem to have been given a short end in life and they are happy, it helps me put my own bad day behind and have a more positive outlook."

Senior Sam Holtzman says his experience tutoring elementary school children in Milwaukee has helped him get out into the community. He has been volunteering since the summer before his junior year and has worked with the Riveredge Nature Center doing trail maintenance and the Milwaukee Humane Society taking care of orphaned birds. "I've learned to be more responsible especially with balancing my time and commitments. Much of the volunteer work I've done also has helped me confirm my interests."

Jennifer Waugh, also a senior, became involved in volunteering at an early age. In junior high school, she lost one of her best friends to leukemia and has worked with the Leukemia Society to help raise research funds ever since. Even so, she says, she was first attracted to the Community Service Volunteer Program because she'd heard volunteer hours would look good on college applications and job resumes.

She says volunteering has changed her attitude about what her rewards are. "I have a job, too, and compared to my job I value my volunteer work much more. I soon forget the money I make on my job each day, but I don't forget that I made someone happy that day. When you forget about the recognition you supposedly need and just focus on what you're doing, it's just great being there and helping people. Even if I never write down how many hours I've given or where I volunteered on a job or college application, even if no one else ever knows about it, I know I've still gained so much. It's not about how much recognition I will receive. It's about how it makes me feel and how it makes others feel."

Additional Programs in CESA 1

Milwaukee Public School District

Program name: Other Three Rs

School: Hampton Avenue School

Year started: 1995-96

Students involved: 767

Grade level: K-5

District size: 99,129 students

Contact: Cathleen Walsh, school librarian and media specialist, Hampton Avenue School, (414) 466-5820

Cathleen Walsh's **"Other Three Rs"**–respect, responsibility, and reason–provide an excellent example of what one educator can do to help make the core values of citizenship a part of everyday instruction. The values are an integral part of Walsh's teaching philosophy and she incorporates these values into all her contacts with students. In 1996 Walsh became librarian and media specialist at Hampton Avenue School. She visits each classroom for a half hour each morning to teach library skills, works with one class a week on a writing project, and works with other groups at different times throughout the year. She uses current events, newspaper clippings, and guest speakers to teach students how to apply the three Rs to issues and events in their lives. Student projects include a videotape about the 1996 election, an essay project and observance of Stop the Violence Week, and a skit for "Stand Up for Kids Day," incorporating the principles of respect, responsibility, and reason.

Milwaukee Public School District

Program name: Volunteen Program

School: South Milwaukee Middle School

Year started: 1990-91

Students involved: 100

Grade level: 8 (but expanding to include entire school)

District size: 99,129 students

Contact: Rita Borowski, business education teacher, South Milwaukee Middle School, (414) 768-6353

While the business community stresses the need for students to acquire good technical skills to prepare them for jobs, employers also recognize the importance of personal qualities such as individual responsibility, self-discipline, decision-making skills, and the ability to work well with others. Career education teacher Rita Borowski started the **Volunteen Program** at South Milwaukee Middle School because she believes volunteer service provides an excellent opportunity for her students to develop these qualities, learn about different careers, and help out in their community. Students who take her class agree to contribute at least 15 hours of community service. They take the class in the eighth grade, but are selected at the end of the seventh grade to serve on the Teen Board, which helps plan and organize projects. Students work as ongoing volunteers at various sites including the Milwaukee Public Museum, the YMCA, nursing homes, fire and police departments, and in the schools. The class also works on special events such as placing flags on veterans' graves for Memorial Day, helping needy families at holiday time, and participating in Earth Day projects. The program is open to all students, including those with learning disabilities. Many students volunteer well beyond 15 hours, says Borowski. One student recently completed 75 community service hours. "The program gives students a taste for what it's like to work and what it's like to help people," she says. Students learn about goal-setting, interviewing, and filling out job applications, but they also learn to think about what Borowski calls "manners for living."

Muskego-Norway School District

Program name:	YES House (Young Energetic Students)
School:	Bay Lane Middle School
Year started:	1994-95
Students involved:	120
Grade level:	8
District size:	4,094 students
Contact:	Mark Wegner, assistant principal, Bay Lane Middle School, (414) 422-0430

Designed to bridge the gap between school and work, the Bay Lane Middle School **Young Energetic Students** program offers students the opportunity to learn about the responsibilities that come with work and improving their community. Students are divided into groups by grade level and each group is called a house. The eighth-grade house is the YES House and its mission is to use members' energy to improve the school and the community. Students in YES House plan and develop community improvement projects, write the necessary grant applications, and fill the positions created by each project. In the last four years the group has been developing the Vital Nature Trail, an exercise area and nature trail built on school property, but open to the community. Local businesses donated money and equipment for building the observation deck, birdhouses, and other trail fixtures, while the students served as fund-raisers, designers, public outreach people, and construction crew. The students involved other grades and classes in the creation of the trail. By working hand-in-hand with area business persons and community members, the students learn how the world works and how they can work toward improving their world.

Pewaukee School District

Program name:	Pewaukee River Restoration Project/ Youth Service Learning
School:	Asa Clark Middle School
Year started:	1993-94
Students involved:	300
Grade level:	6-7 (will add 8 in 1997)
District size:	1,779 students
Contact:	Ruth Lepoidevin, teacher, Asa Clark Middle School, (414) 691-2100

Many schools find that environmental projects present important and viable ways to connect to the community at large and to teach civic responsibility. Asa Clark Middle School's **Pewaukee River Restoration Project** started as a youth service learning program for sixth graders, but has grown to include seventh and eighth graders as well. The program started as a simple water monitoring project but students took the responsibility to the community and to the environment seriously and decided to educate the community on the care and development of the river's delicate ecosystem. They discovered that a large flock of ducks was damaging the water quality and river bank. Working to restore the damaged bank, the students developed educational materials and did community outreach. They involved other classes, such as the science and social studies classes, and demonstrated to their peers how the material they learn in school is directly connected to the world outside the classroom. Students are involving the entire community in protecting one of its prized natural resources. With the support of parents and teachers, they presented their program to the State Lakes Convention and the North American Lake Management International Water Symposium, to other schools, and to community groups.

Racine School District

Program name:	Peer Mediation Program
School:	Gilmore Middle School
Year started:	1983-84
Students involved:	50
Grade level:	6-8
District size:	21,287 students
Contact:	Bryan Wright, principal, or Kal Vaitis, program coordinator, Gilmore Middle School, (414) 635-5680

Started in 1983, Gilmore Middle School's **Peer Mediation** program is one of the oldest programs of this type in the country. Through peer mediation training, students learn to respect others and to understand that there is more than one side to any conflict. Mediators also learn responsibility, says Principal Bryan Wright. "The kids like peer mediation because they learn to take care of problems themselves. We give them two alternatives–either we [teachers and administrators] can deal with it or you can.'" Last year students chose the second alternative 98 percent of the time, he says. Students receive 15 to 18 hours of training during parent-teacher conference periods. About 20 new students are trained each year and they join another 30 mediators trained in previous years. Resolving conflict through mediation is an integral part of the school's philosophy. Last year students painted a mural celebrating mediation. Says Wright, the program contributes to a general sense of school ownership and respect by putting solutions in students' hands.

Wauwatosa School District

Program name:	Harmony
School:	Wauwatosa West High School
Year started:	1990-91
Students involved:	60
Grade level:	9-12
District size:	6,298 students
Contact:	Laurie Freidrich, coordinator, Wauwatosa West High School, (414) 778-6550

Respect for others is a cornerstone in the **Harmony** program at Wauwatosa West High School. Students meet every other week during the school day to get to know other students from different backgrounds, ethnicities, and cultures and to promote understanding in their school and community. The students develop the courage to examine their own beliefs and feelings as well as to stand up for their beliefs in the world outside the Harmony group. Students may enter the program in the ninth grade and stay involved throughout their high school careers. Sixty students are divided into two groups, one for freshmen and sophomores, the other for juniors and seniors. They plan and organize events within the high school and often take their message to other schools in the district. Harmony members facilitate classroom discussions on civil rights and diversity issues and often create and perform plays, music, and poetry on these topics. This year the group plans to add a volunteer project. The program brings out the best in many of the participants, says coordinator Laurie Freidrich. "I've seen them discuss sensitive topics with grace and skill," she says. "The thing they work hardest on is developing the strength and courage to bring what they've learned in the group with them as they go out into the larger environment."

CESA 2

Focus Program

Stoughton Area School District

Program name: Stoughton Youth Center and Youth Committee

School: Stoughton Middle School (related programs are districtwide)

Year started: 1991; youth center opened in fall, 1993

Students involved: About 1,000 visits by students (per month average)

Grade level: 6-8

District size: 2,605 students

Contact: Fred Timm, coordinator for special services, Stoughton Area School District (608) 877-5041, e-mail: fht@mailbag.com
Helen J. Johnson, mayor of Stoughton, (608) 873-6677
Dave Rhode, director of the Stoughton Youth Center, (608) 873-3880 Stoughton Youth Center, 501 S. Fourth St., Stoughton WI 53589,
e-mail: syc@danenet.wicip.org

Teaching Civic Responsibility
Helping Students Become Part of the Solution

Not long after she became mayor of Stoughton, Helen Johnson faced a problem not unfamiliar to city officials in many small cities across America. A group of business owners came to her office in 1991 with a petition asking her to do something about the kids hanging out on Main Street. The group complained that the kids, mostly middle school students, were riding skateboards and bikes, making noise, harassing customers, and, generally getting in the way of local commerce.

Johnson could have done what other mayors have done.... What she did do surprised people and set in motion a community effort to make young people a part of the solution, rather than the problem.

Johnson could have done what other mayors have done. She could have issued a public statement against loitering. She could have asked for increased police patrols in the area. She could have requested city council to impose a curfew. What she did do surprised people and set in motion a community effort to make young people a part of the solution, rather than the problem.

The mayor went down to Main Street one evening and asked the kids why they were there and what they wanted. When they said they had nothing to do and no place to go, she suggested they meet with city officials and local leaders to look for ways the community could help.

"The first meeting saw only eight kids, ages 7 to20, who were there because their parents insisted, but there were 35 kids at the next meeting," says Johnson. "We talked about what we might do, but first we had to build credibility with the kids."

By allowing the teens to research other communities and to make suggestions to city officials, Johnson and the committee began to build the credibility they needed. The Youth Committee came up with a list of projects, including building a dirt bike track, skateboarding ramp, and, ultimately, a youth center.

The first project, the dirt bike track, quickly became a communitywide effort. The city donated a small, unused portion of a city park. Kids designed the track and lobbied the city council to win support for the plan. Community involvement was incredible, says Johnson. "The city street department hauled in hundreds of loads of stockpiled dirt, and volunteers built the track. Adults brought in heavy equipment and the kids came with shovels."

The city street department hauled in hundreds of loads of stockpiled dirt, and volunteers built the track. Adults brought in heavy equipment and the kids came with shovels.

High school kids helped design the skateboard ramp, a bowl shape set into the ground like a swimming pool and made of cement. The kids painted the bowl bright colors and landscaped the area so it would fit into the park setting.

The most ambitious project was the Stoughton Youth Center, which is in a city building once leased as warehouse space. When the Youth Committee took over the building, it needed major repairs, including new wiring and plumbing. Again, kids and parents, as well as many other community volunteers, pitched in to create what is now a model for other youth centers in Wisconsin.

The center, which opened in early 1993, provides a basketball court, pool tables, foosball, television, computers, and video games. Space is available for doing homework and visiting with friends. Now the hub of Stoughton youth activities, the center holds basketball and pool tournaments, dances, and programs on drug awareness and safety issues. Designed for middle school students, the program may soon allow time for high school students to use the facility as well.

Director Dave Rhode says he sees more than 1,000 kids a month during the school year. The center is two blocks from the middle school and the city recently passed an ordinance to provide bus transportation from a new middle school scheduled to open in fall 1997.

Funding came from a variety of sources including the United Way, Dane County's Joining Forces for Families Program, the Rotarians, the Optimists, other civic groups, and the business community. Kids do ongoing fund raising with a haunted house, car washes, food sales, and other projects. They have learned how to write grants and look for resources at state and local levels.

Some of the most active community support comes from the business owners who first identified the problem. John Schroeter owns Premier Dental Prosthetics located in the heart of Stoughton's business district. Rose Schroeter owns Ice House Antiques, also on Main Street. They were among the business owners who signed the petition and they have become strong supporters of the youth center and other projects.

"I've seen a tremendous outpouring from the community," says John Schroeter. "The clergy have become involved, the school administration, teachers, and parents. Not just with fund raising but with the physical aspects. We've had plumbers, electricians, and carpenters donate their time. People have helped wherever volunteer help was needed."

Kristi Patterson, a parent with three boys in Stoughton schools, says she heard of the youth center soon after her family moved into the area. "At first I was leery but my older son and middle son really wanted to go. I went down there to see for myself and saw it was a nice place. I got a tour and noticed rules posted clearly–things like a 'no intimidation' policy. I felt good about that."

Patterson's sons, Ryan (now a sophomore in high school), Andy (a freshman), and Doug (a seventh-grader) have been involved in the center with Andy and Doug now serving on the board. "The kids have really enjoyed having a say in how the money is spent. It's taught them responsibility. They've had to deal with finances–paying for the water and the electricity–and with issues like theft. It's been a real educational experience for them," Kristi Patterson says.

Like most of the kids who visit the youth center regularly, Andy and Doug say they stop there almost everyday after school to play basketball, watch television, and just "hang out" with friends. Both agree the center has given them a place to go where they feel safe and comfortable.

The center's youth board offers young people the opportunity to learn important leadership and teamwork skills. For sixth-graders Annie Wheeler and Laura Westby, planning and organizing events at the center is almost as much fun as the events themselves. Both plan to join the youth board to become more involved.

The dirt bike track, skateboard ramp, and youth center reflect the community's overall attitude toward involving youth in planning and facilitating programs. For example, Municipal Court Judge Jon Hajny, in a collaborative effort with the Stoughton School District, used the county's Joining Forces for Families funding to support a peer court mediation program three years ago. The police department added a youth officer who visits schools to get to know students in the community. Rotarians developed a program to mentor middle school students.

Recently, another group of concerned citizens approached Mayor Johnson. The high school students and young adults wanted city officials to help them locate a place to park their cars and hang out without breaking laws or causing disturbances. The mayor and Youth Committee are working on the issue.

"What I like is that now the kids feel comfortable coming with their problems to the city council and the community at large," says Johnson. "They've learned to identify their problems, make recommendations for a solution, develop a plan, and implement it. They're learning how to be a part of the process in their own community."

Additional Programs in CESA 2

Cambridge School District

Program name:	Lake Monitoring Project/ Youth Service Learning Program
School:	Cambridge High School
Year started:	1991-92
Students involved:	25 (per year)
Grade level:	11-12
District size:	1,030 students
Contact:	Edward Grunden, teacher, Cambridge High School (608) 423-3262

Service learning projects teach students responsibility by demonstrating the impact young people can make in their own communities. Environmental programs stress civic responsibility as students learn how their actions can make differences in their communities and their world. The **Lake Monitoring Project** is a part of Cambridge High School's youth service learning program and is integrated into the advanced biology curriculum. This program, which brings science learning and community education and involvement together, was selected as an "exemplary program" in youth service learning by a number of state and federal agencies. The students focus on cleaning and monitoring nearby Lake Ripley and place a special emphasis on educating the community on protection of the lake's delicate ecosystem. About 100 students in grades 11 and 12 produce and distribute educational brochures, create posters, give speeches and conduct workshops on lake monitoring and ecology for community organizations and other schools in Wisconsin, and have addressed regional, national, and international audiences. Within the last year they have made presentations to the New Jersey schools' Summer Institute in Lawrenceville, New Jersey; the International Lake Symposium held in Minneapolis and sponsored by the North American Lake Management Society; the Women in Math and Science Convention in Stevens Point; the National Service Learning Conference in Detroit; and the Service Fair for America in Washington, D.C. They are planning travel exchange programs with students in Costa Rica, Australia, and Japan to share lake monitoring technology and education. Students from the program also serve as consultants on local wetlands development projects. Inservice materials and brochures are available.

Janesville School District

Program name:	Janesville School District Volunteer Program
School:	all district schools
Year started:	1989-90
Students involved:	10,253, plus 2,000 adult volunteers
Grade level:	K-12
District size:	10,253 students
Contact:	Sheryl Miller, volunteer coordinator, Janesville School District (608) 758-6325

Whenever adults volunteer to work with students, they build links between their communities and the schools. These links are the necessary foundation for building consensus on community values and on how those values are taught to children. Not only do volunteers share a rich variety of experiences and knowledge with students, they are role models, providing examples of how core values–courage, honesty, respect, and responsibility–work in our daily lives and make us better citizens. Janesville School District's **Volunteer Program** involves 2,000 community volunteers from service organizations, community groups, and businesses, and is one of the largest school volunteer programs in Wisconsin. Many of these volunteers have direct student contact as tutors and mentors. Some work with at-risk children or those with other special needs. They help with the day-to-day operation of the school and work in special projects such as coaching elementary athletes; providing mock interviews, resumé help, and career guidance for high school students; and planning and producing plays and events for students in all grades. Volunteers come through the Chamber of Commerce, Kiwanis, the Janesville Literacy Council, local senior centers, and other community groups or organizations. Students witness the spirit of volunteerism and the values behind it as they come in contact with adults who are giving back to the community.

Madison Metropolitan School District

Program name:	Social Studies Ethics Unit
School:	Cherokee Heights Middle School
Year started:	1996-97
Students involved:	50
Grade level:	7
District size:	24,583 students
Contact:	William Kolb, counselor, Cherokee Heights Middle School, (608) 267-4870

This fall Cherokee Heights Middle School counselor William Kolb piloted an ethics program as part of the social studies curriculum. Seventh-grade students spend about one month working on values–learning what values are, how to identify their own values, and what happens to a society when values conflict. They examine and apply their own value systems to historical events, such as the 1890 battle at Wounded Knee and the internment of Japanese Americans during World War II, and explore the conflicting values behind different historical events. After a discussion of differing values, Kolb asks students to identify a set of common values and to "create" an ideal culture based on these values. Encouraging students to explore their own values helps them prepare to make thoughtful decisions about how they relate to others. Identifying values also helps students establish convictions and to have the courage to stand up for those convictions.

CESA 3

Focus Program

Seneca School District

Program name:	SHARE (Students Helping Area Resistance Efforts)
School:	Seneca High School
Year started:	1990-91
Students involved:	20-25
Grade level:	9-12
District size:	435 students
Contact:	Diane Yager or Gary Hamann, advisers, Seneca High School, (608) 734-3411

Honesty as Policy
Teaching Students to be Honest with Themselves

In the spring of 1996, Olympic Wrestler Dennis Hall addressed a hushed and attentive audience of Seneca High School and Junior High School students. He was not speaking about wrestling, sports in general, or the Olympics. Instead he was relating a story about his brother, Dale, who was killed in a drunken-driving accident about ten years ago. Dale, a student athlete at the University of Wisconsin-Parkside, had been drinking on the night he crashed his car and ended his life. Dennis Hall wanted to tell students what happened, why it happened, and how it felt for him, his family, and friends. He wanted students to hear an honest and open account of how drunken-driving destroyed a life.

Hall's speech was part of Seneca's Wellness Day, a full-day event sponsored by Students Helping Area Resistance Efforts (SHARE). More than 30 high school students participate in SHARE, started as a drug abuse education initiative. The group sponsors the annual Wellness Day for high school and junior high school students and a similar half-day event for elementary school children. Each Wellness Day

The students say their group is not out to preach to other students about the dangers of drugs or other damaging behaviors. Instead, they want to be positive role models in their school and present other students with the facts necessary for them to make informed decisions.

At the conference, different leaders arise as the days go on, says Travis Ray, a senior. Everyone becomes a leader, and we learn to respect each other's words and actions.

features guest speakers, panel discussions, and a series of mini-sectional topics on everything from drug abuse prevention, to family violence, to teen parenting.

Senior Brian Boom, a member of the organization for four years, says Hall and other speakers invited to Wellness Days have a tremendous impact on students because the guests speak honestly about their experiences. According to Boom, honesty with self and others is at the core of SHARE

The students say their group is not out to preach to other students about the dangers of drugs or other damaging behaviors. Instead, they want to be positive role models in their school and present other students with the facts necessary for them to make informed decisions. Education and outreach are, therefore, important components of the program. The students' most ambitious project is Wellness Day, but they also speak frequently at area schools; local organizations; and conferences on drug abuse, AIDS awareness, and other subjects. Beyond drug abuse education, the students participate in community-service projects and host a variety of school events throughout the year.

SHARE is an offshoot of the Crawford Abuse Resistance Effort (CARE) Council, a countywide initiative funded in part by a federal grant. "We wanted the county and the school district to work as partners in drug abuse prevention efforts," says County Prevention Specialist Rick Petersen. "So far, the youth component is the strongest, and it involves 600 students."

Participants in the program include students from five Wisconsin communities—Boscobel, North Crawford, Prairie du Chien, Wauzeka, and Seneca—and students from Allamakee County in Iowa. Each year they attend a four-day youth leadership conference held at the Wisconsin State Lions Camp in Rosholt. Students run a ropes course, receive peer mediation training, and work on trust- and team-building skills. Most importantly, they use the time at the conference to develop "action plans," projects to help them meet goals and objectives for the coming year.

"The first thing I learned [at Rosholt] was that you should respect and use everyone's ideas. It takes everyone working together to get things done," says Lisa Hayes, a senior.

"At the conference, different leaders arise as the days go on," says Travis Ray, also a senior. "Everyone becomes a leader, and we learn to respect each other's words and actions."

Many of the students also receive AIDS education training through the Teen AIDS Prevention Program, conducted by the La Crosse County Health Department.

This training has been especially important to Seneca students because their junior high math teacher, James Finley, died of complications from the AIDS virus in early 1996. Finley and his family spoke openly throughout his illness. In November 1996, Seneca students read from a speech Finley wrote to 300 participants at a regional conference. The Seneca group also created a quilt square for the national AIDS quilt and vowed to continue Finley's efforts to educate students on the disease.

The group works at "being there" for their school, community, and each other. "SHARE has been a big part of my life," says Rita Wallin, a senior. "It's not only fun, but it has been a support system for me. Many friendships are formed in this group. You learn to earn people's trust. The way to do that is through honesty."

Additional Programs in CESA 3

Argyle School District

Program name: Skills for Living Workshop
School: Argyle High School
Year started: 1994-95
Students involved: 27
Grade level: 9
District size: 317 students
Contact: Janet West, guidance counselor, Argyle High School, (608) 543-3314

Argyle High School's **Skills for Living Program** offers ninth-grade students training in self-esteem and decision making at a crucial time in their lives. Entering high school poses new challenges for many of these students and the school staff wants to help them develop the skills they will need throughout their high school careers and life beyond school. Skills for Living is a two-day workshop during which students work on issues of personal responsibility as they learn about the dangers of alcohol and drug abuse. They hear from police, health-care providers, and others in the community. Later in the year, learning is reinforced through a visit by a guest speaker. Many of these students continue with training to become peer mediators for grade-school children. Others join PALS, a mentoring and tutoring program through the Future Farmers of America. A small school, Argyle High School, has made the best use of limited resources to provide a focused and effective program.

Prairie du Chien School District

Program name: YES (Youth Eager to Serve)
School: B.A. Kennedy School
Year started: 1994-95
Students involved: 103
Grade level: 6-8
District size: 1,245 students
Contact: Jo Howard, guidance counselor, B.A. Kennedy School, (608) 326-8451, ext. 145

The volunteer service program at B.A. Kennedy School has grown steadily over the last three years in both size and stature. Recognized in 1995 by the state of Wisconsin and the Wisconsin School Board Association as an exemplary program, **Youth Eager to Serve** (YES) teaches students individual and civic responsibility through a variety of service projects. Started with a small group of eighth graders in 1994, the program is now open to all students in middle school grades six through eight. Students do three types of service—personal, school, and

community. The personal service component teaches students to recognize and appreciate the services others do for them. Each year they create "thank-you packs" for school custodians, secretaries, and other school personnel. In school service, students take pride and ownership in their school through improvement projects and holding events, dances and parties. They also help teachers and administrators and assist in school fund-raising efforts. Community service takes students into the community as volunteers for local hospitals, nursing homes, and service organizations. Students participate in telethons to raise money for health research, community dinners, and highway clean-up programs. Says Principal Merle Frommelt, "This program has worked very well. It's changed a lot of kids' attitudes about themselves and others."

CESA 4

Focus Program

Black River Falls School District

Program name: Peer Education Program

School: Black River Falls High School (and area elementary schools)

Year started: 1981-82

Students involved: 50

Grade level: 9-12

District size: 1,914 students

Contact: Marie Marechek, guidance counselor (elementary schools), (715) 284-1618; Sue Leadholm, guidance counselor, Black River Falls High School, (715) 284-4324

Respect Flows Two Ways
Students Give Back to Their Younger Peers

"I remember what it was like when I was in the fourth and fifth grade and the high school students came to visit our class," says John Gulso, a junior at Black River Falls High School. He says he looked up to the older students and paid very close attention to what they said. When he became a high school student, he joined the Peer Educator program with the hope that he could have an important impact on younger students as well.

Gulso is one of about 50 high schoolers trained to work with elementary students on issues related to drug abuse prevention. During Alcohol Awareness Week, the older students visit district elementary schools and perform skits, plays, or puppet shows designed to entertain and teach the children. Over the years, the students and program coordinators have developed different creative works for each grade level. Each performance is followed by small group discussions and interaction between the older and younger students.

The program started in 1983 with the Magic Potion Play, a performance for third-graders about the dangers of drugs and alcohol. Written by Wisconsin author Carol Troestler and available through the Sauk Prairie School District, the play is about

In second and third grade, we talk about drugs and alcohol, about making decisions and the consequences of those decisions, but hearing the older kids talk about it makes a difference, says Mary Hansen, a teacher at Forest Street Elementary School.

Many students who participate already have pretty good self-esteem. Yet, I still think they gain a better understanding of how much they really do matter. They find out how much their actions influence others and that they can carry a message to the whole community.

a group of happy vegetables–happy until the carrot is faced with the decision to stay with his friends in the real-world garden or join the world of the magic potion.

The students added Happy Health Farm for first-graders in 1988. The puppet show depicts alcohol abuse and how it affects families through the story of a farmer whose drinking causes him to hurt and neglect his farm animals. In 1991, they added The Three Little Pigs for second-graders. Based on the familiar story, the play warns about the dangers of smoking and discusses how to make healthy living choices. These productions were followed by Conflict Management for fourth-graders and Peer Refusal Skills for fifth-graders, two projects that use role-playing and skits to teach students about decision making and self-esteem.

"In second and third grade, we talk about drugs and alcohol, about making decisions and the consequences of those decisions, but hearing the older kids talk about it makes a difference," says Mary Hansen, a teacher at Forest Street Elementary School. "Hearing those messages from older students, many of whom are athletes, football or volleyball players written up in the local paper, has had a big impact. My students have already been approached about smoking and they are aware of drugs in their neighborhoods. Talking to older kids about things like handling peer pressure, has been very effective and constructive."

"I've enjoyed going and have really felt it's easier for the younger kids to look to us than to adults," says Danielle Barkley, a junior who performs in the Magic Potion Play. "Our costumes are crazy, and you should see how their eyes light up when they see me dressed in my asparagus costume. The play gives them a different way to look at things, a way more adapted to them. My brother is in junior high school, which is a very impressionable period. I'm glad the kids are getting this information before that time. I think we should start in kindergarten."

Another student, Dana Rozmenoski, a senior, says she can see how much the younger students look up to her and the other performers. "Some of the guys played basketball with the little kids at recess, and you can see how attached they are already. You feel special because you know you are making a positive difference, and they really look up to you."

The program has had a positive effect on the high school students as well as their younger peers, says high school counselor Sue Leadholm. "Many of the students who participate already have pretty good self-esteem. Yet, I still think they gain a better understanding of how much they really do matter. They find out how much their actions influence others and that they can carry a message to the whole community."

Dorothy Michner teaches fifth grade at Forest Street Elementary. She's been teaching for almost 20 years, so she remembers many of the high school students who return to perform for her class. "I've been here long enough that several of the students who come have gone to our school. It's great to see them taking a stand. I know most of the these students will remain drug free as a way of life, it's not just something they are doing in high school."

Michner says many of the high school students also know the younger students outside of the classroom. "They know their brothers and sisters, maybe their moms and dads. In a small town like ours, you associate with everybody. I know some of these students have visited other groups in the community. One girl recently went to talk about drugs to a group of homemakers. There's lots of community support for the program."

For Gulso, who has performed in both the Magic Potion Play and Conflict Management skits, the experience is part of a cycle. "If we can get good messages across to the kids now, it can last them until high school. They will remember it and, hopefully, it will help them be better students in high school."

He agrees with Michner that the program is important to the whole community. "To make this really work, everyone has to get involved, the whole community. The more people who are involved, the more chance we have to get the good messages across."

Additional Programs in CESA 4

De Soto Area School District

Program name: Service Learning Program/ Old School Days

School: De Soto Middle School

Year started: 1994-95

Students involved: 140

Grade level: 6-8

District size: 624 students

Contact: Mary Heath, teacher, De Soto Middle School, (608) 648-3311

Ever since De Soto Middle School's **Service Learning Program** started in 1994, the student council has surveyed students to find out what type of community projects they'd like to do for the year. In the first year students called their project "Circle of Life" because it involved working with younger students and older adults. As they got to know people of all ages, the students learned respect for others and developed an understanding of different generations. The first year was so successful, the students decided to continue these early efforts and to add to them each year. Each homeroom now takes turns visiting senior citizens in nursing homes twice a year. They also tutor students at local elementary schools once a year. In 1996 they started the **Old School Days** project. Students interview senior citizens about their early education and present this information at the school's annual recognition day. Plans are in place for a reenactment of early school days to be held in a nearby one-room school house or in the school building. Students hope to gain an appreciation of early education in the state. The school is trying to integrate the service learning projects into the curriculum and will involve seventh-grade language arts classes in the interviewing and writing process.

Norwalk-Ontario School District

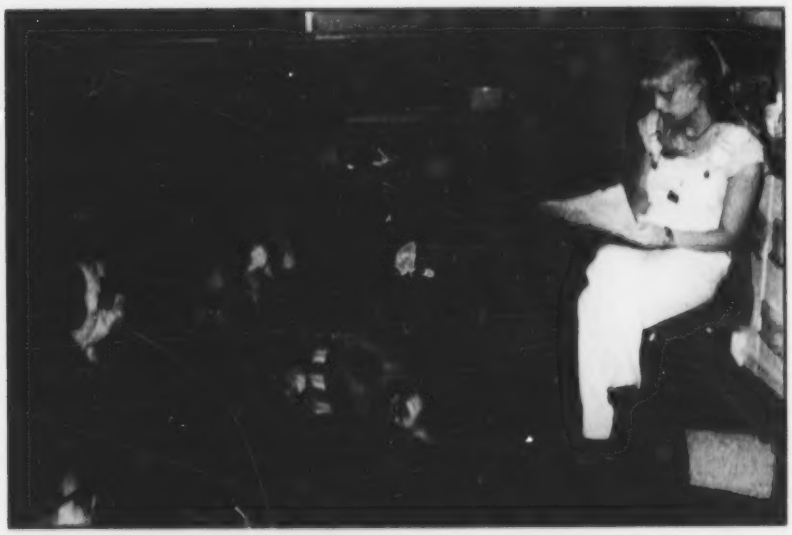
Program name:	Service Learning Project/ Nature Trail
School:	Norwalk-Ontario High School (and other schools in district)
Year started:	1995-96
Students involved:	200
Grade level:	K-12
District size:	442 students
Contact:	Al Szepi, principal, Norwalk-Ontario Elementary, (608) 337-4403

Part of responsibility is following through on commitments. In 1995 students from an environmental issues class at the University of Wisconsin–Stevens Point surveyed the Norwalk-Ontario School District's sixty acres of forest and made recommendations on the best use for the land. At the same time, the local high school branch of Future Homemakers of America was planning a **Service Learning Project**. Armed with the UW-Stevens Point students' report, the high school students committed to developing the school property as an educational resource. Soon the entire community and all of the schools in the district were involved in the **Nature Trail** project. With the help and backing of the community, students from the student council, the varsity athletic club, science classes, and other groups volunteered to work on the trail. They built a 1,400 foot boardwalk and reestablished a natural wetlands area. Plans are in place for building an outdoor classroom, but the trail is already used to educate school and community groups about the local environment.

Sparta Area School District

Program name:	Cataract Kids Care
School:	Cataract Elementary
Year started:	1995-96
Students involved:	117
Grade level:	3
District size:	2,750 students
Contact:	Margaret Rowan, teacher, Cataract Elementary, (608) 272-3111

While Tom Sawyer seems the least likely role-model for responsible behavior, a lesson on Mark Twain's most popular character inspired students at Cataract Elementary to give something back to their community. The third-graders were studying the Mississippi River during a summer school program when they were offered a job painting fences. Like Tom Sawyer's friends, they soon learned helping out really was fun and the students told their teacher they'd like to continue. In 1995 they wrote a grant to begin **Cataract Kids Care**, one that now involves the entire school and the community. One of the most important projects involves developing a nature trail on school property. Students also built a pavilion to be used as an outdoor classroom. Everyone pitched in to help. Two teachers donated the award money they'd received through fellowships to help fund the building. Parents and students worked on the trail, benches, and bird houses during special family nights. Local businesses and community organizations donated materials and funds. At the same time, the students began volunteering at a local nursing home and a group home. In addition to spending time with the residents and hosting events at the homes, they are planning another nature trail near a pond on the nursing home property. Unlike their Mississippi River hero at the beginnning of his story, the students at Cataract are learning valuable lessons about responsibility, honesty, and courage through hard work and determination.



CESA 5

Focus Program

Wisconsin Rapids School District

Program name:	Lincoln High School Student Volunteer Project and Helping Out Begins at Home
School:	Lincoln High School and district elementary schools
Year started:	1991-92
Students involved:	300 students in volunteer program, two high school students conduct Helping Out program with 500 elementary school students (20 classrooms) each year
Grade level:	10-12 (and 2)
District size:	5,990 students
Contact:	Fred Dahm, teacher, Lincoln High School, (715) 423-1520

Encouraging Responsibility

Students Learn Kindness Begins at Home

In middle school, junior high, and high school most young people are introduced to the concept of volunteerism, the idea that helping others is its own reward. Volunteer service learning is becoming an important component in high school curricula in particular. Lincoln High School has had a successful student volunteer program since 1990. About 300 students and up to 80 agencies participate. According to Fred Dahm, coordinator of the program, in any given year students contribute 10,000 hours of service. Students contributing ten hours or more receive recognition on their report cards, and those garnering 100 hours or more by graduation receive a special diploma.

Closely associated with the Lincoln's Student Volunteer Project is the Leadership Program, a group of 20 seniors nominated to participate because their extensive experience in volunteering. In addition to the work the students do as individual volunteers, the Leadership Group takes charge of various events and projects, including "Make a Difference Day" and "National Volunteer Week" activities. They also attend an all-city volunteer breakfast and awards ceremony at the end of each year.

The program recognizes that children first learn to help others by helping their family and friends. It guides children to connect helping at home with helping in the school and community.

Lincoln High School's program has been very successful overall, but the teachers, students, and administrators wanted to take that success one step further. They developed Helping Out Begins at Home, a program designed to expose even younger children, second-graders, to the concept of volunteerism. The program recognizes that children first learn to help others by helping their family and friends. It guides children to connect helping at home with helping in the school and community.

Four students (two lead students and a backup team) from the high school's Leadership Group present the second-grade program. The students visit 30 district second-grade classes. They introduce the concept of volunteerism and stress that to volunteer means to help someone without the promise of any tangible reward—that helping someone is reward enough.

We need to combat the attitude that they should always get something for what they do. I like that the students stress the reward [for their efforts] is feeling good about doing something for someone else.

After a discussion of the topic, the high school students read from storybooks about helping and ask the children to describe ways they could volunteer at home. The second-graders receive volunteer charts to take home and fill out. The charts provide space for parents to help their children list ways they have helped at home for each of five days. Helping activities include a variety of tasks from cleaning up after dinner to taking out the garbage. At the end of the five-day period, parents sign the charts and the youngsters bring them back to school. The high school students return to the class to talk about the children's efforts. Although the message of the program is clearly that helping is its own reward, students who complete their charts receive a certificate.

According to Dahm and the teachers and parents involved, Helping Out Begins at Home is a simple program but it has been very effective in introducing children to the ideas behind volunteering. "I find the program valuable, and I encourage the high school students to come back each year," says Diane Mogg, a second-grade teacher at Washington Elementary. "It's more or less an introduction rather than an extended program, but it's worthwhile to have the children exposed to the fact that you can volunteer. We need to combat the attitude that they should always get something for what they do. I like that the students stress the reward [for their efforts] is feeling good about doing something for someone else."

Jean Sorenson, who teaches second grade at Children's Choice Elementary, says having the older students visit has made a big impression on her students. "I think they have more of an impact. I've noticed after the program a more helpful attitude in quite a few students."

Senior Angie Engel, a presenter, says, "The students seem very excited about making helping a priority. Most of them have a general concept of volunteering, so what we do is more motivational. The teachers are really supportive of the program and that helps."

Erica Charles, also a senior and presenter, says teachers have told her they've noticed an improved attitude in the classroom after her visit. "I was surprised the children were so receptive to the idea. They were so eager to help and open to what we were there to teach them.

"For me, the more I volunteer, the more I find it makes me feel good. It makes me more receptive to people and their needs. This has made me realize how important it is to teach that to younger kids," says Charles.

Additional Programs in CESA 5

Marshfield School District

Program name: Youth Service Learning
School: Marshfield High School
Year started: 1995-96
Students involved: 30
Grade level: 9-12
District size: 4,315 students
Contact: Jane Wagner, coordinator, Marshfield High School, (715) 387-8464

Direct involvement in a community fosters a sense of ownership and civic responsibility. In the first year the students involved in Marshfield High School's **Youth Service Learning Program** contributed 2,300 volunteer hours of service to their school and community. The emphasis in Marshfield is on volunteering outside of school, so 60 percent of the students' volunteer hours are spent in local organizations including the YMCA, HeadStart, child-care facilities, senior centers, and the New Visions Art Gallery. Students help out with the local meals for senior citizens program and the Special Olympics. More than 25 different organizations benefit. In school, students donate their study hall time to assist teachers, tutor other students, and work in the library and computer room. Students receive recognition at graduation for contributing 100 hours or more during their high school careers.

Montello School District

Program name: Junior Crime Stoppers Awareness Program
School: Forest Lane Elementary School
Year program: 1994-95
Students involved: 256 involved in monthly events, but program is schoolwide (about 500 students)
Grade level: 4-6
District size: 887 students
Contact: Carolyn Barger, teacher, Forest Lane Elementary School, (608) 297-2128

Patterned after a countywide crime stoppers program, Forest Lane Elementary School's **Junior Crime Stoppers Awareness Program** teaches students to be responsible for their own actions as they learn to be responsible for their school. It emphasizes school pride and ownership and empowers students to take action to protect their school against student vandalism, drugs, and other negative behaviors. Sponsors include the Marquette County Crime Stoppers and the Montello Rotary Club. Good behavior is recognized and reinforced through rewards. Teachers and administrators can "catch" students in the act of demonstrating good behavior and reward them with phone calls home, a photo in the local paper, or participation in a special event. Parents and community members attend Crime Stopper programs held throughout the year. Students plan and participate in school and community education seminars featuring guest speakers from local law enforcement, government, and health organizations. Other events include a fingerprinting program, contests, and mystery puzzles featuring the school's crime stopper mascot, Sherlock Holmes. One of the few such programs in the country aimed at elementary students, Crime Stoppers is funded primarily through donations and by candy sales. Coordinating teacher Carolyn Barger has presented information on Junior Crime Stoppers at the Association of Wisconsin School Administrators Convention, the State School Board Convention, and the Wisconsin State Crime Stoppers Convention and has presented inservice training for CESAs and individual school districts.

Sauk Prairie School District

Program name:	Youth Service Learning, Sauk Prairie River Walk
School:	Sauk Prairie Middle School (and other schools in district)
Year started:	1995-96 (youth service learning), 1996 (river walk project)
Students involved:	608
Grade level:	6-8
District size:	2,550 students
Contact:	Barbara Krause, teacher, Sauk Prairie Middle School, (608) 643-5508

In 1995 teachers and students from Sauk Prairie Middle School attended the statewide Youth Service Learning conference in Stevens Point. They came back with several ideas and wrote a grant to start a **Youth Service Learning Program** in their school. The program emphasizes projects that teach civic responsibility and the importance of involvement in the community. The students' first project was an eagle-shaped mural that celebrates diversity and promotes understanding within the Sauk Prairie Community. Several Hispanic families had moved into the small community in recent years and the students wanted to welcome them. The mural has been displayed at different schools and sites within the Sauk Prairie community. The **Sauk Prairie River Walk**, started in 1996 and expected to continue for at least three years, is a community effort to establish a green space and public walkway along the Wisconsin River. The river walk involves a variety of community organizations including Sauk Prairie city administration (combined administrations for Sauk City and Prairie du Sac), the Eagle Council (a group devoted to protecting migrating eagle populations), the Sauk Prairie Historical Society, the Chamber of Commerce, and the Department of Natural Resources. The students are working with these organizations to develop a walk and bike path that will not disturb the river ecosystem and the annual migration of eagles through the area. Students help plan and develop the river walk through the Youth Service Learning Program and through integration of certain aspects into the science and other school curricula.

Wisconsin Dell School District

Program name:	Peer Mediation/Conflict Resolution Program
School:	Lake Delton Elementary and Neenah Creek Elementary schools
Year started:	1990-91
Students involved:	25 to 30
Grade level:	3-6
District size:	1,636 students
Contact:	Cameron Goetz, counselor, Lake Delton and Neenah Creek elementary schools, (608) 253-4391 or (608) 981-2341

Programs such as the **Peer Mediation and Conflict Resolution Program** offered throughout the Wisconsin Dells School District, can teach students creative problem-solving skills they will use throughout their lives. Respect for others and for different points of view are inherent concepts behind mediation training. Students learn to listen to both sides of an issue and work toward finding common ground. Although peer mediation is taught at all grade levels in the district, the program in Lake Delton and Neenah Creek elementary schools offers younger students the opportunity to become involved early in their school careers. At the end of the school year, third-graders volunteer to participate. Potential mediators start with three days of intensive training and receive follow-up training each spring. Many remain with the program through sixth grade and continue their work in mediation through junior and senior high school where they receive additional training in peer counseling. The elementary school program is strongly supported by parents, as well as students and school staff. Parents of mediators also receive family mediation training during a special overnight event.

CESA 6

Focus Program

Menasha School District

Program name:	Legacy Park
School:	Menasha High School
Year started:	1993-94
Students involved:	120
Grade level:	9-12
District size:	3,494 students
Contact:	Bill Sepnafski, teacher, Menasha High School, (414) 751-5010

Learning to Lead
Students Discover With Freedom Comes Responsibility

Legacy Park is small oasis located just yards away from Butte des Morts Elementary School in Menasha. It's about two-and-one-half blocks from Menasha High School and easily accessible to most of the community. The park has a pavilion used for everything from weddings, to council meetings, to classes for students in the district. It boasts a prairie grass area, and like many popular parks, it features well-kept trails and clearly marked flora. What's different about this little site, however, is that it was developed by Menasha High School students with the help of the school district, parents, and the community.

Named to honor all teachers, and especially the memory of Dick Geiger, a longtime Menasha teacher who was interested in conservation, Legacy Park is one of the school's many volunteer service projects. Students at the high school are required to complete 36 hours of service learning for graduation. They can donate hours to projects on their own, or they can take a youth service learning course. Most projects get the students out into the community. In addition to the park, recent student projects have included helping elderly homeowners with chores and mobilizing area students in a get-out-the-vote drive for the 1996 election.

Students in the youth service learning class entirely plan their projects....It is this part of the service learning class–the responsibility involved–that students say they really enjoy.

Legacy Park, however, has been the students' most ambitious project and one well-received by the community. "The comments many people make are that they are very impressed with Legacy Park and the pavilion, and the public is always finding new and creative ways to use the space," says Thomas Jones, principal of Butte des Morts Elementary School. He says school groups use Legacy Park for everything from nature learning to English classes. Local residents walk through the park all the time, he adds, and many eat their lunch in the park's prairie grass area.

"The park started with the idea to create a youth service learning class in 1992," explains Bill Sepfnasky, who teaches the high school's service learning course. "The school district had a piece of land not being used, and the students came up with the idea to create the park and a multifaceted teaching station, the pavilion. Since then they've continued to develop the park, recently putting together a videotape about it."

While the youth service learning class is the driving force behind the park, parents and other community members have been heavily involved. Other classes in the school, including the science and technical education classes, have helped with various parts of the park. Students improve the park each year, doing new plantings, creating signage and building the outdoor classroom/pavilion.

It's been a good learning experience, and it is fun, but it also requires work. You have to want to work and participate.

Students in the youth service learning class entirely plan their projects. They are responsible for selecting a project, finding funding, publicizing their efforts, implementing their plans, and evaluating progress and results. It is this part of the service learning class–the responsibility involved–that students say they really enjoy.

"When I signed up for the course, I pretty much thought we'd be picking up litter and emptying recycling bins," says Sophomore Ben Trader. "But we've done so many things, working on Legacy Park and Kids Vote. We do a lot of stuff around the community."

Tiffany Birling, a junior in the class, agrees. "I figured the class would be like other classes with lots of structure but, instead, we make our own choices. We can decide what we'll do and how we'll do it. It lets us use our own imaginations to come up with projects. Now, I find myself more willing to try more things."

Yet, with freedom comes responsibility, says Senior Heather Liesch. "It's been a good learning experience, and it is fun, but it also requires work. You have to want to work and participate."

Sophomore Tim Kolgen says the class has helped him learn to plan and makes him more confident about helping out in the community. For most of the students, the freedom and control they've had is different from any other classes they take. Students also say they enjoy the communitywide effort.

"We've had tremendous community support," says Sepfnasky. Parents and community members donated time, money, equipment and supplies to the park, he says.

Builder Russ Woldt, whose daughter took the service learning class, donated his time and expertise to construct the pavilion. "Everyone pitched in to help. The students learned to work together and gained hands-on experience. I think they see themselves making a difference in the community, and it makes them proud to be a part of something like this.

Additional Programs in CESA 6

Fond du Lac School District

Program name:	Veterans Connection Club
School:	Evans Elementary
Year started:	1988-89
Students involved:	45-60
Grade level:	4-6
District size:	7,279 students
Contact:	Cal Bestor, teacher, Evans Elementary, (414) 929-2828

Students participating in Evans Elementary's **Veterans Connection Club** learn to respect and understand the sacrifices made by earlier generations. An after-school program, the veterans club started eight years ago with a national program called "Valentines for Vets." Students become pen pals with veterans in two local veterans facilities. Vets and students visit each other throughout the year and march with each other in the local Memorial Day parade. Students put on plays for the vets, host guest speakers who are vets, interview vets and write reports. Other projects include creating banners, T-shirts and a map of where the veterans served. Not only do students learn that war is not a television show, but the program also brings recent history alive for them, says teacher and club advisor, Cal Bestor.

Herman School District

Program name:	POPS (Power of Positive Students)
School:	Herman Elementary
Year started:	1990-91
Students involved:	140
Grade level:	K-6
District size:	140 students
Contact:	Jill Scharf, teacher, Herman Elementary, (414) 387-3902

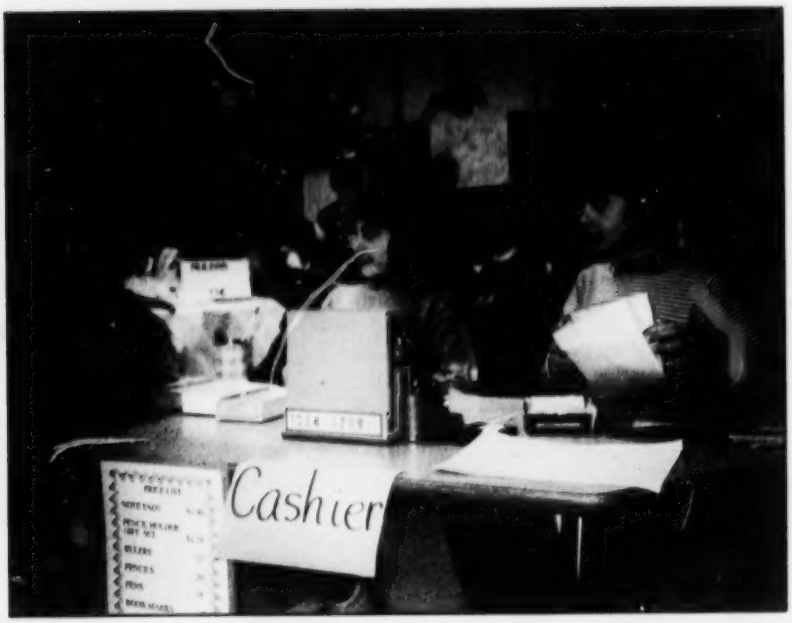
POPS, the **Power of Positive Students** program at Herman Elementary, is designed to teach individual respect through reinforcing self-esteem, self-worth, and leadership skills. Students receive a "POPS hand" when they are caught displaying good behavior. These "hands" are entered into quarterly drawings for prizes and other rewards. Each month the school chooses a new theme focusing on some aspect of respectful behavior including caring, sharing, and offering friendship. Weekly buzz words, posters, and events help promote each concept to the students. Teachers say they've noticed a positive change in school climate and student performance. In fact, one teacher did an informal survey recently and discovered improved Iowa Test scores after the POPS program was in place, says teacher Jill Scharf. She and some students in the program regularly present material on this simple, but effective program to other schools.

Omro School District

Program name:	Omro Youth Futures/ Community Center
School:	Omro High School
Year started:	1988-89
Students involved:	35-50
Grade level:	9-12
District size:	1,205 students
Contact:	Deb Malesevich, career specialist, Omro High School, (414) 685-5668

Programs designed to combat drug and alcohol abuse among teens are most successful when they stress self-respect and community involvement as well as the specific dangers of abuse. In the 1988-89 school year the Omro community surveyed teens to determine the biggest challenges they face. Like many communities across the country, Omro residents identified drug and alcohol abuse as the number one problem. Students at Omro High School created **Omro Youth Futures** to provide area teens drug-free activities and alternatives to substance abuse. They identified three goals they felt were important to promoting a drug-free environment. First, the students wanted to offer alternative activities for students throughout the year. They developed several activities including an eight-week summer camp, a Halloween haunted house, and a December chili dinner. To provide space for these

and other activities, their next goal was to develop a community center. The **Omro Area Community Center** was opened in 1995 in a converted gymnasium. The center provides space for special events, the local Boys and Girls Clubs, Headstart Program, and senior citizen groups. The students' next goal is to convince local authorities to ban alcohol at all community events. Through their participation in Omro Youth Futures, students develop community pride, respect, and responsibility.



CESA 7

Focus Program

Ashwaubenon School District

Program name: Pioneerville
School: Pioneer Elementary
Year started: 1994-95
Students involved: 550
Grade level: 1-5
District size: 3,060 students
Contact: Jan Phillips, teacher, Pioneer Elementary, (414) 492-2920

Opportunities for Civic Responsibility
Learning About Business and the Community

On Village Market Day in Pioneerville, people can shop for gifts for their families, stop by the bookstore, or catch a show at the Performing Arts Center. Busy moms can drop off their children at day care while they do some banking. Children can have fun at the roller rink or take their bikes to be washed. Shoppers can grab a bite to eat at the pizza parlor or the ice cream shop.

Pioneerville, established in 1994, functions much the same as any small town, but you won't find it on any map. The "town" is actually a project of Pioneer Elementary School. Village Market Day is the culmination of a year of activities that involve students in creating the model town. Students, teachers, administrators, parents, and community members get involved in making Pioneerville as close as possible to a real-life, working town experience.

One student from each classroom serves on a village board as alderpersons, and the board, in turn, selects a mayor. Each classroom chooses a business or service they would like to offer during one or two Village Market Days planned each year.

We've found this to be a wonderful way for the kids to experience what it is like to be a part of a business community.

The board has a small amount of money to disburse and makes decisions on how best to spend it based on the business plans each class submits.

Students form committees to help with the operation of Pioneerville. Like their real-life counterparts, committees include zoning, public safety, public relations, and finance.

It wasn't always fun....We made a good profit, but it was work. I learned how important it is to be on time and how to be responsible.

"We've found this to be a wonderful way for the kids to experience what it is like to be a part of a business community," says Teacher Barbara Dolen Wallace. "Students visit area businesses to learn how they are run." The businesses, she says, help the students set their operations and often donate stock, equipment, or other necessary items. Community and business leaders also visit the school to talk about governance and the role of businesses in the community.

Many of the Pioneerville businesses make a profit, and students decide how to spend the proceeds. A part of the money is retained as seed grants for next year's businesses, but most of it is donated to charity. Each year students select a different organization to help. In recent years, they've chosen a homeless shelter, the local zoo, and a family violence center.

Students learn how to handle money and how to advertise and sell their wares, but they also learn an appreciation of what it takes to run a business. "I learned a lot about business," says Ryan Krueger, a fourth-grader whose class operated an ice cream store. "It's not real easy to sell things. This makes you think differently about what people do in a store."

"It wasn't always fun," adds Chad Zadrazil, a fifth-grader. "We had a gag store where we sold Slime, Playdough, and stuff. We made a good profit, but it was work. I learned how important it is to be on time and how to be responsible."

"I attended meetings and learned how to bring back information from the meetings," says Jackie Lee, a fifth-grader, who has participated in Pioneerville since third grade. She has been an alderperson, pizzeria waitress, and security person. "We learn how to cooperate with each other, and we used our own creativity to come up with businesses we'd like to do," she says.

School staff note that with the responsibility of running Pioneerville, students also learn how businesses fit into the community and how they must work together to create an enjoyable and safe place to live. The participants learn the importance of giving back to the community through their charitable donations to area organizations and through the involvement of parents, teachers, and other community members in the Pioneer School project.

Additional Programs in CESA 7

Ashwaubenon School District

Program name:	Community Service Requirement
School:	Ashwaubenon High School
Year started:	1992-93
Students involved:	961
Grade level:	9-12
District size:	3,060 students
Contact:	Donald Maslinski, principal, Ashwaubenon High School, (414) 492-2950

While extracurricular activities have always enhanced students' college applications, colleges and universities are beginning to recognize the particular value of community service in preparing young people for the responsibilities of higher learning and the workplace. Ashwaubenon High School is one of the increasing number of high schools that have taken community service out of the realm of the extracurricular and made it a requirement for graduation. Students at Ashwaubenon are required to take 24 community service hours for graduation. Many students receive special recognition for exceeding the requirement. Students compiling 50 community service hours receive a school letter, as do varsity athletes. For 75 hours, they receive a medallion and for 100 hours, students receive a plaque, are honored at a special breakfast, and have their names entered permanently on a school plaque. In 1995, the first graduating class since the program began included seventeen students who contributed 100 hours or more. Twenty-five percent of the class contributed 50 or more hours. The school's recognition teaches two lessons—not only is giving back to the community a valued effort, but those who contribute are valued citizens.

Green Bay School District (and other area districts)

Program name:	YES (Youth, Education, and Service)
School:	all area high schools
Year started:	1992-93
Students involved:	300 to 400 per semester
Grade level:	9-12
District size:	18,596 students (Green Bay)
Contact:	Christine Danielson, executive director, Volunteer Center of Brown County, (414) 435-1101. The center address is 131 S. Madison St., Green Bay WI 54301

The Volunteer Center of Brown County works in conjunction with area high schools to train and organize student volunteers to help in the community. Open to all students, the **Youth Eager to Serve** (YES) program targets students considered at risk in an effort to build self-esteem and to promote civic and individual responsibility. The center works with more than 300 high school volunteers and often pairs them with younger students in various projects. The high school students work with elementary students at the local YMCA, playing basketball and helping with homework. A special program targets students for whom English is a second language(ESL). The Study Buddies project brings high school-age ESL students together with younger ESL students to help them improve their language. The older students also help with homework and take the younger students to activities and events. The center is starting to work with area middle school students as well. In a 1995 project, middle school students did house chores for senior citizens. According to Executive Director Christine Danielson, students are asked to reflect on their volunteer experiences and to see themselves as capable of contributing to their community as responsible citizens.

Plymouth Joint School District

Program name:	Reality Check
School:	Plymouth High School
Year started:	1992-93
Students involved:	15-20 (plus many students in elementary schools)
Grade level:	9-12
District size:	2,587 students
Contact:	Saralie Terens, guidance counselor, Plymouth High School, (414) 893-6911

Reality Check is an unique program developed by one high school student who felt there were not enough opportunities to study and participate in drama at Plymouth High School. With the help of school officials, Erin Brigham (now a student at Carroll College in Waukesha) and other students developed the drama program with a heavy emphasis on character education. Participants receive drama training and develop a series of skits or minidramas based on different issues or themes of concern to students. The students perform different skits for each grade level throughout the school system. Teachers may select three or four skits from the students' extensive repertoire. For elementary students, topics may be teasing, sibling rivalry, respect, responsibility, or honesty. For high school students, skits tackle tougher issues such as teen suicide and sex. After students perform each skit they remain in character and join students in the classroom to discuss the topic covered. Students in the class are invited to ask questions of the characters. For example, after a skit on sibling rivalry, students might ask one character how he or she felt when his or her sister was treated in a different way. Reality Check is an excellent example of what one student or a small group of students can do with school support to promote thoughtful discussion of issues and values.

Pulaski School District

Program name:	*The Pulaski News*
School:	Pulaski High School
Year started:	1942-43
Students involved:	60-75
Grade level:	9-12
District size:	2,996 students
Contact:	Guy David, principal, Pulaski High School, (414) 822-4223

The Pulaski News is a community newspaper, the only one devoted entirely to area news. It is also a student-run newspaper and has been for more than 50 years. Students learn newspaper skills–everything from writing and editing to design, printing, and distribution–but they also gain an unique perspective on active citizenship. The paper has a circulation of 2,200 and the community relies on it (and the students) for local news and information. "This is not a typical student newspaper. It operates all year and students put in a tremendous amount of work," says Pulaski High School Principal Guy David. "They develop the technical skills to become serious journalists but they also develop valuable social skills." He added that a past editor of the paper received a Pulitzer Prize in 1988 and several students have continued in the field.

Seymour Community School District

Program name:	Leadership Teams
School:	Seymour High School and Seymour Middle School
Year started:	1994-95
Students involved:	50
Grade level:	5-12
District size:	2,436 students
Contact:	Dick Tepp, curriculum coordinator, Seymour School District, (414) 833-2306

Students at Seymour High School and Middle School can participate in **Leadership Teams** designed to build self-reliance and teach responsibility. The teams have three goals: to improve student leadership, improve school spirit, and improve the community. Students develop projects all year and do several hours of community service. In 1995 they wanted to make Memorial Day more meaningful for young people and the community, so the leadership teams created a flag decorated with children's hand prints and wrote a speech, "America is Handmade, not Hand Out." In 1996 they promoted the elections, educating students on their importance. Other projects include students doing chores for elderly citizens and preparing breakfast for area veterans. Students receive overnight training in the summer and during class time throughout the school year. Dick Tepp, curriculum coordinator for Seymour schools, says students on the Leadership Teams learn to create goals, set standards, and meet their expectations using creative problem-solving, cooperation, and team work. "We want the students to identify their aptitudes and talents and to use them for the betterment of the community," he says. Although a small number of students are on each Leadership Team, Seymour schools have integrated much of the training throughout the school curriculum so all students benefit.

CESA 8

Focus Program

Wittenberg-Birnamwood School District

Program name: We All Come in Different Packages (and other programs)
School: Birnamwood Elementary and Eland Kindergarten Center
Year started: 1991-92
Students involved: 150-200
Grade level: K-3
District size: 1,450 students
Contact: Mary Ingman, counselor, Birnamwood Elementary, (715) 449-2576

Understanding Caring
Elementary Students Learn About Kindness

At Birnamwood Elementary School and Eland Kindergarten Center, teachers, administrators, parents, and students are involved in a series of programs designed to teach very young children about respect, responsibility, and good behavior. Based on the premise that children are never too young to understand basic kindness and caring, programs at each grade level reinforce lessons on getting along with and caring for others.

At Eland, I Care Cat, a cat hand-puppet, talks to kindergartners about caring for other people and the environment. Elementary Counselor Mary Ingman visits the classroom for a half hour every other week, performs with the puppet, and talks to children about the I Care Rules. I Care Cat and I Care Rules are available from Health Connection, a Maryland company that sells health education materials for children and adults. Ingman says the children respond very well to the cat puppet and parents have told her they're very happy with the simple approach.9

"Parents are telling me the kids come home reciting the I Care Rules," says Kristy Day, a teacher at Eland. "We try to reiterate the rules, and I keep them on the wall and talk about them. The kids don't just memorize them; they really seem to understand. I've integrated my special education students into the program because it's something they can understand as well."

This program helps the children understand why we have rules in the classroom. They seem to have a greater understanding of respect both for themselves and for others.

"We sing songs. They help you remember the rules," says Sara Osterbrink, a kindergartner at Eland. "I learned hands are for helping not hurting, and ears are for listening." When asked how hands can help, Osterbrink lists a variety of helping activities, including helping her mother or father carry groceries, picking up her toys, and holding someone's hand so they don't slip on ice. She says listening is important because it helps her to learn new things.

Anthony Chuilli, another kindergarten student, says he learned to cooperate and explains that cooperation means doing things together and doing what other people want to do. As part of the program, his class made butter together.

"This program helps the children understand why we have rules in the classroom. They seem to have a greater understanding of respect both for themselves and for others," says Day.

For second-graders, Ingman introduced Getting Along, a program that builds on the ideas of respect and cooperation. She uses program materials from another vendor, American Guidance Services, an educational book publisher located in Minnesota. Children practice social skills through role-playing and skits. Ingman also reads stories on topics such as teasing, bullying and name calling. The program stresses tolerance and respect for others. Take-home posters and songs reinforce learning.

Steve Kunst, a third-grader at Birnamwood, took the Getting Along program last year. "I remember it sometimes. I learned about being polite to people and not to tease them or call them names if they are different."

Students in the third grade at Birnamwood participate in "We All Come in Different Packages," a program developed by teacher Paula Raymond. "I was watching the news one night, and the mayor of Wausau had gone through the downtown area in a wheelchair to see what it was like. He said he never realized how difficult it was until he had to do it. I thought, 'How can I make my kids aware?'"

She developed the program with the help of another teacher, Paulette Carlson. At first they had the children adopt a physical disability for a day. She borrowed wheelchairs, walkers, and other equipment. Later, after meeting him through her son, Raymond asked a neighbor, Gerald Cywinski to help.

Cywinski has muscular dystrophy and uses a wheelchair to get around. He ...wanted the children to have an opportunity to ask anything they wanted about his disability.

Cywinski has muscular dystrophy and uses a wheelchair to get around. He said he was excited about the program and wanted the children to have an opportunity to ask him anything they wanted about his disability.

"The thing I try to convey to the kids is what life is like for people with disabilities, young and old," Cywinski explains. "I tell them they can ask me any question. They ask me about growing up with a disability and about things I can and cannot do. They begin to open up, ask about people they know with disabilities. I try to make them understand that you don't have to be able to move your arms and legs to be a person."

Students are very impressed with Cywinski, and he says he's received hundreds of cards and letters from them. Cywinski's hobby is designing and building race cars, and he's worked with Kyle Petty, a well-known driver. The children are very interested in a film of Cywinski working on a car and seem amazed at his ability to do many things they thought he could not do.

When asked about the program, Julie Fischer, a fourth-grader, recalls, "It was wonderful. I really liked meeting Mr. Cywinski, and I liked trying out different wheelchairs and crutches. I had to be blind for a day, and it was hard to walk around. I needed a guide. At recess, I had to be careful of ice and snow."

"I learned to not be scared of people that have a problem. You might think they

are mean or crabby but they aren't. You can't see that until you get to know them," says Eric Clark, a fourth-grader who took the program last year.

According to Ingman and the teachers involved, the different programs at Eland and Birnamwood allow very young students, their parents, and teachers to explore issues of respect and caring and help build a foundation for more learning about good citizenship.

Additional Programs in CESA 8

Wittenberg-Birnamwood School District

Program name: SOS (Student Outreach Services)

School: Wittenberg-Birnamwood High School

Year started: 1995-96

Students involved: 200

Grade level: 9-12

District size: 1,450 students

Contact: Sue Leadholm, guidance counselor, Wittenberg-Birnamwood High School, (715) 253-2211

Wittenberg-Birnamwood High School's **Student Outreach Services** program, or SOS, is a simple program with a big impact on the students involved. The program fosters mutual respect by pairing students entering ninth grade with tenth-, eleventh-, and twelfth-graders in a mentor-mentee relationship. For younger students it is often the first contact they have with older students in the school atmosphere and it helps combat the intimidation of entering a new school. For older students the program offers them the opportunity to give back to the school community. Older students plan and organize freshman orientation each year and are assigned one or two students to mentor. They volunteer their time for orientation and for special events held throughout the year. "I've definitely learned leadership and respect for the younger students," says senior Julia Brahmer. "You learn to be patient and realize you were there once too. I think the freshman who are involved are more outgoing in school and the older students don't give the new ones such a hard time." Events include pizza parties, bowling outings, and guest speakers who address students on topics including teamwork, cooperation, and dealing with conflict. Students also work together on community service projects.

Wausaukee School District

Program name: Holocaust Unit

School: Wausaukee Elementary School

Year started: 1986-87

Students involved: 140

Grade level: 5-6

District size: 756 students

Contact: Garry Parret, teacher, Wausaukee Elementary School, (715) 856-5152

Teacher Garry Parret focuses on respect for others, as well as an understanding of historic events, in a special social studies unit on the Holocaust. He's been teaching the unit for about ten years and includes information on the subject from the Holocaust Museum as well as his own materials. He says the Holocaust offers him the opportunity to explore the nature of war, hatred, and intolerance and relate those issues to modern-day racism, gangs, and violence. Fifth-grade students watch a film, listen to a lecture, and discuss the impact of the Holocaust. They talk about different groups of people and how they were singled out for persecution. Sixth-graders also do role-playing and a book report. While covering just one unit of history, the program allows Parret and his students to explore complex and very relevant issues. Students learn to identify common values and to understand the importance of courage and conviction when faced with challenges to those values.

CESA 9

Focus Program

Boulder Junction Joint School District

Program name: Leadership Team, Peer Group, and other programs
School: North Lakeland Elementary
Year started: 1991-92
Students involved: 12-30 (each program)
Grade level: 5-8
District size: 246 students
Contact: Chris Dicka, coordinator of Peer Helpers, Leadership Group and Clown Troop; Janice Watras, outdoor challenge coordinator; John Berg and Dan Markofsky, advisers for Outdoor Challenge; Renn Karl, science teacher and coordinator of the Ricing Project; North Lakeland School, (715) 543-8417

Lessons in Bravery
Students Learn Courage Through Challenge

North Lakeland School offers "something different for every grade level," says counselor Chris Dicka. In particular, students in grades five through eight are offered an array of programs designed to help them learn leadership skills, build self-confidence, and develop the courage to tackle new and different challenges. The school makes full use of its ties to the community and, for some programs, its outdoor Discovery Center on the grounds of a camp leased from the Department of Natural Resources.

Two groups work within the school and involve seventh- and eighth-grade students. Peer Helpers is a volunteer group that meets regularly and plans several

different projects throughout the school year. Often, these involve helping peers or younger students and boosting school morale. Past projects include tutoring and mentoring younger students, helping youngsters make Valentine cards and cookies for senior citizens, a pumpkin-carving contest, and Red Ribbon Week activities. One year, the students developed "Wheel of Misfortune," a game based on a popular television game show, and invited students to spin for letters. Each letter stood for a social issue problem and students were asked how they would handle each problem. For example, a student "landing" on the letter "D" might be asked what she would do if she were in a car with a drunk driver. Students also worked on a suicide prevention project and a self-esteem project for younger children.

I think we've done a lot more than we thought we could. We learn to be brave, to speak out, rather than just follow what other people say.

"Peer group gives me good self-esteem," says Alicia Lee, an eighth-grader. "It's fun working with little kids and helping people. I learned to make speeches and talk to people."

The other program, Leadership Group, is a select group of ten to 12 students who work on one big project each year. They receive leadership training and design programs to educate the community and their peers on a wide variety of topics including cooperation, leadership skill-building, drug abuse education, and health issues. In 1993, they sponsored Teamwork Olympics, featuring games and events that promote cooperation, tolerance, and teamwork. Teams from different area schools competed and received awards. Events included a softball game in which players adopted different disabilities, group jump rope, and a variety of games designed to work only if team members cooperated. After each event, group members led discussions on the meaning of achievement, the importance of communication, and the principles of cooperation. In 1994, the group served as a host to a communitywide health fair. Students are planning their next project, an invitation to city schoolchildren to visit North Lakeland School to learn about outdoor activities such as camping, canoeing, and hiking. The aim of the project is to encourage exchange and understanding between students from different parts of Wisconsin.

Students involved in Leadership Group say the most important thing they've learned is to have courage. "I think we've done a lot more than we thought we could. We learn to be brave, to speak out, rather than just follow what other people say. There's so much we have to do and figure out for ourselves. We don't have others do it for us," says Sarah Swanberg, a seventh-grader.

Seventh-grader Jessica Baesman agrees. "When I was trying to climb up a really high pole [during a challenge activity] people kept cheering me on and I went straight to the top. I learned how to be brave and reach my goals."

Clown Troop is a program for sixth- through eighth-graders. Students are trained in clowning, peer education, and presentation skills. They perform in area nursing homes, hospitals, schools, and day-care centers and at fairs and other community events. Most of their clowning delivers a message about the dangers of drug abuse or other damaging behaviors.

High school sophomore Leslie Patterson says she remembers how much fun she had in Clown Troop and how younger children were delighted with the clowns. "It helped me be more outgoing," she says, "Now, I feel like I can really do more things."

North Lakeland has an extensive outdoor education program. Part of that program is Outdoor Challenge, a series of monthly outdoor activities offered to students in grades five through eight who demonstrate a need for a little extra time and support. Parents are very active in the program and are invited to participate in all events. Students are academically tracked throughout the program and participate in guided study halls and discussion sessions. They do a ropes course as a

first activity and go on an extended outdoor trip at the end of the year. In between, each month, students are exposed to a variety of physical and mental challenges including climbing, hiking, scuba diving, skiing, and camping.

"We set goals for ourselves. One main goal was to maintain good grades but we also set our own goals," says Laura Patterson, a freshman who was in Outdoor Challenge when she was a seventh-grader. "My goal was to be in more sports and the program helped me achieve that. I joined volleyball and basketball. I think it also helped me learn that I needed to make friends with people who were not like me. I think that's why I have a lot of new friends this year."

Geoff Reimer, a sixth-grader in the program, says, "The ropes course helped me learn to figure things out. I think that whenever you accomplish something that is hard, it makes other problems seem easy."

The ropes course helped me learn to figure things out. I think that whenever you accomplish something that is hard, it makes other problems seem easy.

Another outdoor program involves a cultural exchange with American Indian students from a nearby reservation. Students from North Lakeland, the reservation school, and other area schools attend Lakeland High School together. The Ricing Project, led by science teacher Renn Karl, offers an opportunity for students to meet each other before high school. North Lakeland students learn traditional ricing techniques from the other students. The goal is for students to make new friends and understand a little about a culture different from their own.

Whatever the program, North Lakeland students are encouraged to be brave, meet new people, and try new things. Many carry what they learn in grade school with them into high school and beyond.

Lakeland senior Brandt Christopherson credits his experience with North Lakeland's Peer Helpers and Leadership Group with his success in high school. He's been very active in leadership activities and is a member of student council. He also is president of Region 2 of the Wisconsin Association of Student Councils.

Says Christopherson, "In Peer Group I mostly remember little things like the pumpkin contest, but I remember we did so many things. In the Leadership Group I worked on Teamwork Olympics. I thought I knew what we were getting into when we started but when the event unfolded it was so much more than I expected.

"These things taught me to set minigoals, building blocks for working on bigger, more sophisticated things. I really saw how one person could make a difference. The whole program helped me get more into leadership, made me think this is the direction I want for my life in general."

Additional Programs in CESA 9

Wausau School District

Program name:	Leadership Training Retreat
School:	Horace Mann Middle School and John Muir Middle School
Year started:	1994-95
Students involved:	40
Grade level:	7-8 (training in summer prior)
District size:	9,109 students
Contact:	Wendy Emery, teacher, Horace Mann Middle School, (715) 261-2000; DuWayne Kleinschmidt, director of secondary education, Wausau School District, (715) 261-2538

The Wausau School District offers middle school students the opportunity to learn leadership skills through a program cosponsored by the Wausau Chamber of Commerce. Inherent in leadership training is the teaching of self-respect, honesty, courage, and responsibility. Students from Wausau and other schools participate in a week-long leadership retreat held in the summer on the University of Wisconsin-Eau Claire campus. University students work with middle school students using during the university's Leadership Institute, a program created by UW-Eau Claire professor Doug Hallett. The students receive additional training during the school year with the help of graduates from the Leadership Wausau program, adult community members trained in leadership. High school students in the district receive leadership training through YMCA Camp Manitowish. Students in the leadership programs are nominated by teachers or administrators or they can volunteer. Several of the high school and middle school staff members recognize the need for this type of training for all students and are looking for ways to incorporate leadership throughout the district in years ahead.

Wausua School District

Program name:	Immigration Day
School:	Horace Mann Middle School
Your started:	1992-93
Students involved:	300
Grade level:	7
District size:	9,109 students
Contact:	Joy Trollop, principal, Horace Mann Middle School, (715) 261-2000

On one day during the school year, seventh-grade students at Horace Mann Middle School are herded into a room without explanation. Each is issued a card with his or her name, country, and destination. Students are then subjected to an immigration procedure designed to recreate as near as possible a turn-of-the-century Ellis Island experience. The students are forced to stand in long lines only to find out they are in the wrong one. They discover some officials are corrupt. They lose luggage and become separated from their families. They are examined by "doctors" and some are deported. **Immigration Day** has become a community event. Teachers, administrators, and community members become intake workers, immigration officials, guards, and doctors. Parents get involved with students in creating family trees and exploring family history. The day is part of a cross-curricular unit on immigration that involves social studies, math, science, music ,and art. The unit also includes lessons on the early settlement of Wausau, a visit to the local historical society, and creating rubbings from gravestones at a local graveyard. After their experience, students walk away with a new appreciation for immigrants' courage and a respect for the value of U.S. citizenship.

CESA 10

Focus Program

Chippewa Falls School District

Program name:	Chippewa Area Mentor Program (CAMP)
School:	Chippewa Falls Middle School and district elementary schools
Year started:	1988-89
Students involved:	120 (plus 100 adult mentors)
Grade level:	K-9
District size:	4,488 students
Contact:	Carol Gienapp, counselor, Chippewa Falls Middle School, (715) 726-2400

Teaching by Example
Mentors and Students Form Bonds of Mutual Respect

Bruce Sorenson, the principal of Jim Falls Elementary School in Chippewa Falls, collects stories in which an adult and child reach out to each other and form a bond that helps them both. As principal of one of the participating schools and a member of the advisory committee, Sorenson hears many such stories from the Chippewa Area Mentor Program or CAMP, a districtwide initiative to pair adult mentors with children who need help.

One of his favorite stories is about an older man who attended one of the CAMP meetings. "I was speaking to a group of mentors about one child, a boy who was very bright but who held a lot of anger inside. As I described the situation, I looked around the room. I really didn't think I would find someone who could help him. One elderly gentleman had a smile on his face as I was talking. He finally said, 'I'll do it.' He said he had a friend while growing up who sounded just like this boy. So, the man became the boy's mentor. After just a few months, there were no more outbursts of anger; we were seeing a lot more self-control by the child. It was a short turnaround."

Sorenson tells another story about a mentor who worried because he didn't feel he was really helping his charge. When the mentor visited the child's school counselor, however, the counselor took out the student's attendance record, which had been very poor before the mentor met the student. But since they started meeting and talking things over, the child never missed a day when the mentor was to visit.

"I have lots of stories like that," says Sorenson. "When the United Way or other organizations interested in helping fund the program ask for quantified results, objective criteria, it's hard. What I have are these stories, many examples of how this has helped children."

The district started the program in 1988 after a group of church members approached Chippewa Falls Middle School counselor Carol Gienapp. They were looking for direct and effective ways to help area children. At the time, says Gienapp, the middle school identified several children who seemed to be "falling through the cracks." These children needed a little extra help and attention. Some had problems in school; others at home. Teachers and staff did not have the additional time needed.

The major goal for CAMP has always been to increase in students a sense of personal responsibility and respect for others.

With the help of a ten-member advisory committee comprised of teachers, administrators, and community members, Gienapp started the mentor program. It's grown to include children from five area elementary schools and the middle school. Other churches, community organizations, a service sorority, service organizations, the Chippewa Valley Technical College, and area businesses got involved and now provide more than 100 mentors. Mentors come from all walks of life and are all ages from high school students to retirees. The program receives a service learning grant and donations from the United Way, the Chippewa Falls Chamber of Commerce, the Chippewa County Partnership for Healthy Choices, and even the University of Wisconsin-Eau Claire Blugold Football Team offensive line.

At the suggestion of some of the mentors and students, Gienapp added a program designed to involve students in community service projects. The Chippewa Middle School's Mentee Patrol is for students in sixth through ninth grade who volunteer for school and community activities. Some projects include a Main Street

clean-up day, tutoring younger children, moving bricks for the Cook Rutledge Museum, working at the Salvation Army Store, and volunteering at the Humane Society.

"The major goal for CAMP has always been to increase in students a sense of personal responsibility and respect for others," says Gienapp. She says the Mentee Patrol is also designed to foster a sense of civic responsibility.

The mentors' impact is tremendous, Gienapp says. Students paired with mentors receive the additional attention they need, while students throughout the school see how the mentors contribute their time and energy. Mentors are matched with very young children whenever possible, she adds, because she encourages the relationships to last until middle school. Some mentors and students have maintained their bonds into high school.

For the mentors, the rewards are equally satisfying. Says John Olson, a retired AT&T employee, "This is so rewarding you can't imagine. When the kids write you letters or send cards it can bring tears to your eyes.

"The first little guy I had was in the second grade when we met. He wouldn't walk near me, wouldn't accept me at first. By the time he reached sixth grade, however, we were buddies. He still calls me. There's a bond there."

John Olson says his help goes well beyond academic tutoring. "We teach social skills, social development. We want to make the kids aware they are somebody and someone really does care."

Sharon Olson, Olson's wife, is also a mentor. "We teach them they are responsible for their actions and their choices determine their future."

Sharon Olson says she can see the impact she has on her mentees everyday. "One boy I've had since he was seven and now he's 13. I saw him in the hall at school the other day and he said 'I really do love you, Sharon.' Now, that takes a lot for any 13-year-old to do."

John Olson says he wishes the mentor program could be expanded to include all students. "Some school counselors have 500 students and they can't possibly meet with all of them. The 'good' kids probably never see a counselor and I think all children should have the opportunity. Hopefully, the mentor program will help some of these kids. If it works for just ten of them, though, it will be worthwhile."

Additional Programs in CESA 10

Augusta School District

Program name:	Technology-Infused English Class
School:	Augusta High School
Year started:	1995-96
Students involved:	23
Grade level:	10-12
District size:	744 students
Contact:	Kristine Crowe, teacher, Augusta High School, (715) 286-2291

Augusta High School's **Technology-Infused English Class** combines training in technology and English language arts with a community service and mentoring program. The class is taught at night and students are paired with community volunteers and area college students to learn desk-top publishing, World Wide Web page design, video production, and multimedia skills. Students and mentors work on a community service project using new technology. Students have produced brochures for a nonprofit foundation, Web pages for schools, a calendar for a nature preserve, a hypermedia program about the community, and a personal history video featuring local senior citizens. The school also plans to have

the recently trained students mentor parents and others in the community in the new technology. Not only do students learn new skills, but they also learn how to use these skills for the benefit of the community, to share their knowledge through good citizenship.

Flambeau School District

Program name:	Mount Senario Leadership Program (part of New Paradigm Partners)
School:	Flambeau High School and Flambeau Junior High School
Year started:	1996-97
Students involved:	30
Grade level:	7-12
District size:	726 students
Contact:	Chuck Ericksen, director of community education, Flambeau School District, (715) 532-7760

The Flambeau School District had organized leadership training in schools in the past, but teachers and administrators were looking for a program that would teach students more about personal goal-setting, reflection, and self-respect. In 1996 the district joined **New Paradigm Partners**, a consortium of seven school districts and Mount Senario College. The Mount Senario Leadership Program, a part of New Paradigm Partners, places college students, community members, and younger students on teams to work on a variety of community projects. Groups of high school or junior high students, including classes, student organizations, or other school groups work with a college student to design and implement the project. Community people join the team as resources. Students can select a service or entrepreneurial project such as mentoring younger students, community development, school-based enterprise, or community service project. They must develop both personal and public goals and learn the skills necessary to follow through on those goals responsibly.

CESA 11

Focus Program

Siren School District

Program name:	Peers in Education Addressing Conflict Effectively (PEACE)
School:	Siren Elementary School
Year started:	1995-96
Students involved:	40
Grade level:	3-5
District size:	499 students
Contact:	Charles Stanislaw, counselor and teacher, (715) 349-2278

Teaching Peace Peer Mediation Programs Promote Respect

Painted on Siren Elementary School playground is a large, colorful circle, called the PEACE circle. It's divided into four sections, each decorated by a different grade level. Each section celebrates a peace theme, and the outer ring is lined with drawings of small children holding hands. Inside that circle children say they feel safe and comfortable, able to talk about their feelings and get problems resolved.

The PEACE circle is a part of Peers in Education Addressing Conflict Effectively (PEACE), a peer mediation and conflict resolution program started at the school in 1995. The program is sponsored by the State Attorney General's Office and the Wisconsin State Bar Association as a way to promote conflict resolution in schools. Siren Elementary is one of nine Wisconsin schools using the program. In the initial year of the program, Wisconsin Attorney General James E. Doyle dedicated the PEACE circle and swore in the first team of peer mediators. In 1996, Doyle awarded Siren an Exceptional Service Award for its success with the program.

The PEACE Program gives Wisconsin youth an opportunity to be part of the solution. Because the student mediators are the cornerstone of the program, it provides them with involvement and ownership in what is going on their schools.

"The PEACE Program gives Wisconsin youth an opportunity to be part of the solution. Because the student mediators are the cornerstone of the program, it provides them with involvement and ownership in what is going on their schools," says Doyle.

"The program goes beyond slogans to teach communication skills. It is anti-violence, but it also discourages passivity by teaching children to express their emotions and confront problems."

Originally, peers nominated ten fifth-graders and ten third-graders to participate in the program, but sixth-grade mediators are now included. Fifth- and sixth-grade students handle conflicts between students in the third through sixth grade, while third-graders work with younger students. Students receive peer mediation training and ongoing support by the school staff. They complete written and role-playing tests to receive PEACE program certificates.

This is a complete community and school partnership and there is total staff dedication to this program.

Peer mediators wear vests so they are easily identified on the playground. Students with conflicts on the playground can approach a mediator for help. The mediator and the students involved stand in the PEACE circle to work on resolving the conflict. If a conflict occurs at another time of day, students may request a mediation session. In 1996 the school added an indoor mediation station to facilitate this.

All students in the school attend peace-related assemblies and hear talks by law enforcement officials and others community members involved in conflict resolution. Each month the class with the lowest number of conflicts or that has used peer mediation successfully, displays a peace banner. The school staff also awards peace pencils and "peacicles" to students who use conflict resolution skills.

"Five staff members were trained [in conflict resolution] at the Attorney General's office and I am certified now to train others," says Charles Stanislaw, a counselor and teacher. "This is a complete community and school partnership and there is total staff dedication to this program."

Teachers says they've witnessed a change in how the students deal with conflict. Students say they've learned how to help others come to a peaceful agreement.

"I like helping people solve their problems," says Leah Daniels, a mediator in the sixth grade. "I've learned how to listen to people and know that there are two sides to everything."

Darrin Sherstead, also a sixth-grader, says the program has helped him become a better listener. "I'm happy to be able to solve other people's problems. What's important is you know you did it–it was you who helped someone."

Additional Programs in CESA 11

Alma School District

Program name: Youth Alliance for a Drug-Free Alma
School: Alma High School
Year started: 1991-92
Students involved: 36
Grade level: 9-12
District size: 421 students
Contact: Lois Balk, coordinator, Alma High School, (608) 685-4416

The most successful drug abuse prevention programs also stress the adoption of values that help build self-esteem, courage, and respect. The **Youth Alliance for a Drug-Free Alma** started as a drug-abuse education program but has grown to include community service and peer counseling on a variety of topics. In 1994 school atmosphere and morale was at an all-time low, according to program coordinator Lois Balk. One student's suicide had shocked and saddened the school and gang activity caused some concern as well. Students in the Youth Alliance approached the staff asking for help in changing the atmosphere. The students began working with the staff and community to plan projects. In 1995 the students hosted an All American Indoor Barbecue, an event that drew more than 220 parents and community members. The event included a panel discussion with local law enforcement officials and other community members. Students in the program are also active in school and community service projects, including a youth Halloween party, beautification projects, an after-school "rap" session, and a local food bank.

Barron Area School District

Program name: Positive Attitude for Life (PAL)
School: Barron High School
Year started: 1981-82
Students involved: 25-30
Grade level: 9-12
District size: 1,628 students
Contact: Linda Mikunda, advisor, Barron High School, (715) 537-5627

The **Positive Attitude for Life** (PAL) program is a peer education program involving selected students throughout Barron High School. Based on the tendency for students to first seek out friends and trusted adults when they need help, the program involves students and a few adults selected by the student body. The staff makes an effort to identify students from all the different social groups in school so all students have someone whom they would feel comfortable helping them. Participants are trained at a two-day retreat and receive additional training throughout the year. They learn respect for themselves and others, how to work with others, and how to identify serious problems and refer students to community resources for additional help.

Birchwood School District

Program name: *Birchwood News*
School: Birchwood High School
Year started: 1993-94
Students involved: 15
Grade level: 9-12
District size: 335 students
Contact: Barb Iverson, business education teacher, Birchwood High School, (715) 354-3471

Birchwood High School is a small school in a small district but the students wanted to have a big impact on their community. They wanted to develop a service learning project that would be manageable, according to teacher Bill Cutsforth. The stu-

dents decided a community newspaper would serve the entire community while offering interested students the opportunity to learn new skills. Students can become involved in the *Birchwood News* through English, business education, graphic design, and other classes. The twice-weekly newspaper is the only one devoted solely to area news and has a circulation of about 350. Through the newspaper, students learn about their community and about being better citizens through participation in an effort that directly affects the world around them.

Menomonie Area School District

Program name:	Community Service Program (part of social studies curriculum)
School:	Menomonie High School
Year started:	1991-92
Students involved:	218
Grade level:	10-12
District size:	3,503 students
Contact:	Ron Sandford, teacher, Menomonie High School, (715) 232-2606

Serving the community has become an integral part of the social studies curriculum at Menomonie High School. Community service hours are required in two social studies classes, U.S. history and western civilization. Teachers determine how many hours are necessary, usually between ten and 20 hours. Several students who have taken the classes, however, continue their service beyond the classroom. Students with 75 hours of community work receive special recognition on their diploma. In 1995, the students contributed 1,200 hours of community service and worked with 37 agencies. Projects include a trail cleanup, Toys for Tots program, mentoring, tutoring, and working with the Red Cross and local literacy council. As part of the class, students reflect on their experiences and write reports on projects they've done. Through service, they learn how community involvement is the backbone of democracy and at the heart of citizenship.

New Richmond School District

Program name:	Resiliency Committee/ Leadership Group and other programs
School:	New Richmond High School
Year started:	1995-96
Students involved:	entire district (20-25 in Leadership Group)
Grade level:	9-12
District size:	2,330 students
Contact:	Marilyn Peplau, counselor, New Richmond High School, (715) 243-1256

The Search Institute, based in Minneapolis, is a research organization focusing on information about young people. The organization's study, *The Troubled Journey*, identifies 30 "personal assets that protect youth from at-risk behaviors." Among these assets are positive values, including respect for oneself and others. The New Richmond School District conducted a survey of students in sixth, eighth, tenth, and twelfth grades using Search Institute materials to determine how many of these traits their students share and which might be strengthened. Using the research as a starting point, the district and several community members formed a **Resiliency Committee** to explore ways that schools and the community could reinforce "resiliency traits" in students. The committee is planning several projects involving schools and the community. One project is the development of a youth center. The schools also have peer mediation and mentoring programs in place. Students who receive leadership training often display many of the traits identified, so leadership training has become part of the school's commitment. The student **Leadership Group** was formed with help from the Rural Development Institute and involves 20 to 25 students, each leaders in other community and school groups. The committee plans to promote projects throughout the New Richmond community that will encourage resiliency and good citizenship.

CESA 12

Focus Program

Solon Springs School District

Program name: Power of Positive Students (POPS)
School: St. Croix Elementary and St. Croix High School
Year started: 1995-96
Students involved: 390
Grade level: K-12
District size: 390 students
Contact: S. Jane Berger, principal, St. Croix Elementary and St. Croix High School, (715) 378-2263

Simple Citizenship
School Program Promotes Respect Throughout the Community

Sometimes the simplest school programs have the most dramatic effect on students. At St. Croix Elementary School and High School, Power of Positive Students or POPS is one such program. It teaches social skills through a system of positive feedback and recognition. Although the program is not elaborate and does not take a great deal of class or home time to implement, according to parents and teachers, it has fostered an atmosphere of kindness and respect throughout the school and the community.

Social education is an integral part of the school district's Goals 2000 initiative, a plan for the near future of the local schools and community. The schools had been stressing social skills during Respect Week, a special week set aside each spring to emphasize respect and other core values. Yet, almost everyone involved in the school felt more could be done. They wanted to make those values part of everyday discussion at every grade level.

Teachers, administrators, students, parents, and community members worked together to develop POPS, a program encompassing every student in all grades from pre-kindergarten to twelfth grade. The schools adopted 15 basic social skills,

The schools had been stressing social skills during Respect Week, a week set aside each spring to emphasize respect und other core values. Yet, almost everyone involved in the school felt more could be done. They wanted to make values part of everyday discussion at every grade level.

such as respect, honesty, and responsibility. Each week, the schools focus on one skill. Teachers discuss the skill in class. Some may just talk about the skill, while others encourage role-playing and other methods of reinforcement. Students "caught" demonstrating the focus skill or any of the skills on the list are rewarded with an "eagle," a slip of paper with the 15 skills written on it. The student's name is written on the eagle and it is put into a weekly drawing box. On Fridays, eagles are drawn and small prizes (food items and bottles of soda) are awarded to those students whose names are drawn.

"You wouldn't think students in the upper grades would care much about the small prizes, and I guess they don't," says Barry Donohoo, who teaches students in regular classes and special education in grades seven through 12. "But this works quite well. It's the immediate recognition through the drawings and the positive reinforcement that are the motivational tools. When students receive their prizes they must also explain to the office staff what they did to receive an eagle, which also helps to reinforce it [the behavior]."

"What I really like about this program is that it includes all children. We use it in our behavior management program in special education, but all the students in all the classes from pre-kindergarten to grade 12 work on this. It's a whole-school program," Donohoo says.

Gitzy Wicklund is a member of the school board and the Parent and Teachers Association. Wicklund has one child of her own in the school system and she is the guardian of four more students, some of whom have special learning needs. She agrees with Donohoo that the program works well because it encompasses all the students.

"This program is aimed at every child instead of segregating or singling out special needs kids," says Wicklund. "It also attempts to show the students that it doesn't matter who you are, whether you are a student or an adult, that we all want and deserve is to be treated well. Older kids show younger kids respect, and it doesn't matter what level a person's job is either, from principal to bus driver, we all deserve respect. It says this is a gift we all want to receive and we all can give.

The message that even the smallest act can come back to you in kindness many times over is a message I think the teachers are reinforcing.

"As a parent, I can admit, that even though I want my children to know and practice these things, I have neglected discussing much of it with them. I haven't tended to point out examples when I could. I do now, though," says Wicklund. She says POPS reminds her to discuss these issues more often and more directly with her children.

"The neat thing about this program," says Donohoo, "is that if a student is recognized other students see that, and they start to do the same things."

"It has a ripple effect. Due to the kids' exposure to POPS they are more comfortable doing nice things," says Wicklund. "The message that even the smallest act can come back to you in kindness many times over is a message I think the teachers are reinforcing."

Wicklund and the children in her care have witnessed that kindness firsthand. The children's home burned down in November 1996, and Wicklund says the community and, especially, the students have been "incredibly kind. The maturity of the students has been unbelievable. The community has been wonderful and it's been led by the school district. They've been ready to help the children with everything from fundraising to saying a few kinds words.

"I think the program has been a very useful tool for combining school and community efforts to promote good behavior. The kids want to do something for their school and community. They seem to have more respect for everyone from their teachers to the lady who works at the bakery down the street."

Additional Programs in CESA 12

Ashland School District

Program name:	Zero Tolerance
School:	Ashland Middle School
Year started:	1994-95
Students involved:	600
Grade level:	4-6
District size:	2,367 students
Contact:	Lynn Hansen, guidance counselor, Ashland Middle School, (715) 682-7087

Ashland's **Zero Tolerance** program stresses no tolerance for behavior that does not promote "respect for self, others, and property." It began in the middle school, but has spread to include other grade levels throughout the district. A communitywide effort, there is a Parent/Community Committee and a Kids Empowerment Committee associated with the program. Staff and students work on anti-crime, anti-drug and anti-violence education and projects. A positive reinforcement system helps support the program. Students receive zero tolerance tickets for displaying respectful behavior. Tickets are entered into a weekly drawing for prizes donated by the community. Each year the school picks a theme, such as "respect," and offers a ten- or twelve-step program for ending bad behavior, such as teasing or bullying. The students have presented several in-service programs for other schools, clubs, and organizations. They put posters up throughout the community emphasizing zero tolerance. The idea behind the program, says teacher Lynn Hansen, is "unlike programs in the past, Zero Tolerance focuses on the 95 percent of the kids are good instead of on the 5 percent who cause problems."

Drummond Area School District

Program name:	Parent Volunteer Program
School:	Drummond Elementary
Year started:	1995-96
Students involved:	291 (35-40 adults involved)
Grade level:	K-6
District size:	565 students
Contact:	Daniel Vernetti, principal, Drummond Elementary, (715) 739-6231

When students come into contact with adult volunteers, they learn the importance of giving back to the community. Drummond Elementary's **Parent Volunteer Program** brings 35 to 40 parents, community adults, and high school students into the school as volunteers. Participants help teachers with a variety of tasks, and more significantly, they work with students as mentors and tutors. They also help with school events including an annual ice cream social, school dance, and field trips. The program fosters mutual respect between generations and a sense of community for all.

3

Organizations of Interest

Additional Resources

Citizenship Program Form

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Organizations of Interest

The following organizations can provide helpful materials and information on citizenship education. Included are those community organizations mentioned in the book and a few others that have programs designed to reinforce core values. Also included are organizations created to explore and promote citizenship education. These entries are not endorsements, but, simply a list of organizations that may be useful in the exploration of the subject.

Anti-Defamation League of B'nai B'rith
(regional office)
309 W. Washington Street, Suite 750
Chicago, IL 60606
(312) 782-5080

Center for the Advancement of Ethics
and Character
Boston University
School of Education
605 Commonwealth Avenue
Boston, MA 02215
(617) 343-3262

Center on Families, Communities, Schools
and Children's Learning
Johns Hopkins University
3505 N. Charles Street
Baltimore, MD 21218
(410) 516-8800

Center for Character Education
Duquesne University
School of Education
410 Canevin Hall
Pittsburgh, PA 15282
(412) 434-5191

The Center for the 4th and 5th Rs
(Respect and Responsibility)
SUNY-Courtland
P.O. Box 2000
Courtland NY 13045
(607) 753-2455

The Character Counts Coalition
The Joseph and Edna Johnson Institute of Ethics
4640 Admiralty Way, Suite 1001
Marina del Rey, CA 90292
(310) 306-1868

Character Education Institute
California University of Pennsylvania
250 University Avenure, Box 75
California, PA 15419-1394
(412) 938-4500

Character Education Institute
8918 Tesoro, Suite 575
San Antonio, TX 78217
(210) 829-1727 or (800) 284-0499

The Character Education Partnership
1809 Franklin Street
Alexandria, VA 22314-4105
(703) 739-9515

Educators for Social Responsibility
23 Garden Street
Cambridge MA 02138
(617) 492-1764

Ethics Resource Center
1120 G Street, NW
Washington, DC 20005
(202) 737-2258

FFA
State FFA Adviser
Department of Public Instruction
Agriculture Education
P.O. Box 7841
Madison WI 53707-7841
(608) 266-9244

Future Homemakers of America
State FHA-HERO Adviser
Department of Public Instruction
Family and Consumer Education
P.O. Box 7841
Madison WI 53707-7841
(608) 266-2347

The U.S. Holocaust Memorial Museum
100 Raoul Wallenberg Place, SW
Washington, DC 20024
(202) 488-0400

International Center for Cooperation
and Conflict Resolution
Columbia University
Box 5, Teachers College
New York, NY 10027
(212) 678-3402

International Center for Leadership in Education
219 Liberty Street
Schenectady, NY 12305
(518) 377-6878

Institute for Global Ethics
P.O. Box 563
Camden, ME 04843
(207) 236-6658

The Jefferson Center for Character Education
202 S. Lake Avenue, Suite 240
Pasadena, CA 91101
(818) 792-8130

National Association for Mediation in Education
(NAME)
205 Hampshire House
Box 33635
Amherst, MA 01003-3635
(413) 545-2462

National League of Cities
1301 Pennsylvania Avenue, NW, Suite 550
Washington, DC 20004
(202) 626-3000

National Youth Leadership Council
1910 W. County Road B
Street Paul, MN 55113
(612) 631-3672

Statewide Equity and Multicultural Conference
University of Wisconsin-Stout
P.O. Box 0790
Menominie, WI 54751-0790
(715) 232-2693

Wisconsin Institute of Entrepreneurship
N922 Tower View Drive
Greenville, WI 54942
(414) 757-1176

Wisconsin Positive Youth Development
P.O. Box 490
Plainfield, WI 54966-0490
(715) 335-6100

Additional Resources

The following are vendors and research companies mentioned in the book or suggested by people involved in some of the programs included in the book. The Department of Public Instruction does not endorse these companies, but they may provide helpful background information when exploring the concept of citizenship education, or offer products some educators and community members may find useful when developing citizenship programs.

American Guidance Service
4201 Woodland Road
Circle Pines, MN 55014
(612) 786-4343

Health Connection
55 W. Oak Ridge Drive
Hagerstown, MD 21740
(800) 548-8700

Search Institute
Thresher Square West
700 S. Third Street, Suite 210
Minneapolis, MN 55415
(612) 376-8955 or (800) 888-7828

Wisconsin Department of Public Instruction
CITIZENSHIP PROGRAM
PI-Q96-8 (New 12-96)

INSTRUCTIONS: Complete and return using self-mailer on reverse.

GENERAL INFORMATION

District Name

School	Name of Program		
Contact Person	Title	Telephone *Area/No.*	Fax *Area/No.*

Address *Street, City, State, Zip*

PROGRAM INFORMATION

State Superintendent John T. Benson wants to hear from your school/ community group about model citizenship programs that encourage values, such as honesty, responsibility, courage, and respect. Please take a moment to let us know.

1. Summarize your program/project *(purpose, objectives, goals, etc.)*

2. No. of Participants Involved in Program/Project			3. Year Program Started
a. Students	b. Community Members	c. Parents	

4. Indicate the role of the home, school, community in the program/project.

5. Provide a brief description of the positive impact the program/project has had and why it can be considered a "model program" *(e.g., "Since 1993, when the peer mediation program started, student disruptions have declined 60 percent and suspensions have almost been eliminated. Parents comment that their children are more cooperative at home. Students have greater respect for each other.")*

ISBN 1-57337-039-8

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